

Anthropology 343
North African Ethnography
Rutgers * Summer 2019 * Fez Morocco Study Abroad

Instructor: Professors Khalid Bekkaoui, Sadik Rddad,
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North Africa is rich in complexity and anthropologists have long researched, theorized, and written about the people who work, claim, contest, negotiate, barter, marry, worship, migrate from and return to this place. Through a fine-grained observational lens, anthropologists have described and made sense of communities whose lives are interconnected with their own. How they do that is the focus of this course. This course is an introduction to ethnographic studies of North

Africa, with a focus on Morocco. We will focus on representations of peoples and places through the lens of anthropologists and those who use anthropological methods, critically examining the ways they frame their research, writing, and position in the communities and texts. The primary questions are: how have scholars captured life in these communities? How has the process of describing “Moroccans” and “Maghariba” (North Africans) contributed to anthropological theories of personhood, identity, gender, religion, illness, politics and economics? Topics will include Social Customs and Rituals, Sufism and Spirituality, Medicine and Magic, as well as Youth and Social Movements.



There will be three fieldtrips connected to this course:

walking in the footsteps of anthropologists (Clifford and Hildred Geertz, Paul Rabinow, Lawrence Rosen) in Sefrou; shrines and tombs (Meknes and Moulay Idriss Zerhoun); economies of the Amazigh/Berber in the Middle Atlas (Immuouzer, Azrou, Ain Leuh, el-Hajeb). A previous course in anthropology is encouraged but not required.

INTENDED LEARNING OUTCOMES

1. To expand your knowledge about how and why anthropological research has been formulated and conducted as it has been in North Africa.
2. To increase your understanding of the relationship between anthropological theory, methods, and findings.

ANTHROPOLOGY DEPARTMENT GOALS

This course fills the department learning goals:

1. Students gain knowledge that will allow them to identify, explain, and historically contextualize the primary objectives, fundamental concepts, modes of analysis, and central questions in their major field and demonstrate proficiency in their use of this knowledge.
2. Students are able to demonstrate proficiency in the use critical thinking skills

ASSIGNMENTS

- Reading questions (written discussion question submitted at the beginning of each class): 20 pts
- Ethnography review (1 pg review of ethnographic reading due day after read for class): submit 4, 10 pts each
- Fieldtrip summaries (1 pg summary of how fieldtrip relates to class readings): 3, 10 pts each
- Literature Review Paper (2 pg summary of Moroccan ethnographic studies related to research project): 20 pts

READINGS:

- Most readings will be pdf articles and chapters posted on the program website.
- Pennell, C.R. 2013. *Morocco from Empire to Independence*. London: Oneworld Publications. (READ BEFORE PROGRAM BEGINS)

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- Newcomb, Rachel. 2017. *Everyday Life in Global Morocco*. Bloomington, IN: Indiana University Press. (READ BEFORE PROGRAM BEGINS)

Course Policies

This is a 3-credit 300 level course. On average, you should expect to put in two hours of work outside of class for every hour of in-class time. **This means you need to give yourself time to prepare for class.** You are expected to **complete the assigned readings before class**, to **attend all class meetings**, and to **come prepared to actively engage** with course material by thinking critically and creatively about the assigned texts and the issues they raise. **Regular attendance is required.** In fact, class participation and attendance will comprise a significant portion of your grade. All assignments must be completed in order to pass the course. The dates and material in this syllabus may be subject to change, so listen carefully to announcements in class.

Since for some of you the material will be somewhat unfamiliar, it might appear quite difficult at first. We will go over concepts in class, but much of the work will be in the daily fieldwork assignments. Please bring questions on material that you do not understand to class or come talk to me. **The only “bad” questions are the ones that you don’t ask.**

Please note also the following policies:

- **Late submission is not accepted without prior permission of the instructor.**
- For ease of reference and grading, include your name in the beginning of your document title when you submit to the professor. For example: Schulthies Review ANTH 342.doc
- *Special arrangements* for students with documented needs or disabilities should be made well in advance of assignment due-dates. Follow the policies outlined here <http://disabilityservices.rutgers.edu/> and discuss this with me as soon as possible.

Rutgers Policies: Please make yourself aware of the student code of conduct, especially the academic code of conduct. <http://studentconduct.rutgers.edu/university-code-of-student-conduct>

Plagiarism: In preparing assignments a student often needs or is required to employ outside sources of information or opinion. All such sources should be listed in the bibliography. *Citations and footnote references are required for all specific facts that are not common knowledge and about which there is not general agreement.* New discoveries or debatable opinions must be credited to the source, with specific references to edition and page even when the student restates the matter in his or her own words. Word-for-word inclusion of any part of someone else’s written or oral sentence, even if only a phrase or sentence, requires citation in quotation marks and use of the appropriate conventions for attribution. Please follow the American Anthropological Association style guide in the bibliography and in-text referencing. Paraphrasing or summarizing the contents of another’s work is not dishonest if the source or sources are clearly identified (author, title, edition, and page), but such paraphrasing does not constitute independent work and may be rejected by the instructor. Students who have questions about accurate and proper citation methods are expected to consult Rutgers’ policies on plagiarism.

Date	Schedule	Assignments
Before June 19	Field School Preparatory Reading	In order to get a sense of the historical background of Morocco, read Pennell, C.R. 2013. <i>Morocco from Empire to Independence</i> . London: Oneworld Publications. For an anthropological view of Fez, read Newcomb, Rachel. 2017. <i>Everyday Life in Global Morocco</i> . Bloomington, IN: Indiana University Press.
June 20	<i>9-noon:</i> Urban landscape walk <i>Lunch</i> <i>Afternoon:</i> orientation and meet with local teachers and students, meet host families	Walking tour of old walled city (<i>medina</i>), including Najjar museum and <i>madrasa</i> visits; French colonial new city (“downtown” <i>ville nouvelle</i>) walk Read before class and bring question: Porter, Geoff. 2003. <i>Unwitting actors: The preservation of Fez's cultural</i>

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		heritage. <i>Radical History Review</i> 86(1):123-148.
June 21 Professor Rddad	11-12:30: Geertz and company in Morocco	Read before class and bring question: Geertz, Clifford. 1978. The Bazaar Economy: Information and Search in Peasant Marketing. <i>The American Economic Review</i> 68(2):28-32. Rabinow, Paul. 1975. <i>Symbolic Domination. Cultural Form and Historic Change in Morocco</i> . Chicago, IL: University of Chicago Press, read pages 1-9, skim 10-16, read 17-30 .
June 22 Professor Rddad	All day fieldtrip to Sefrou, walking in the footsteps of anthropologists (Clifford and Hildred Geertz, Paul Rabinow, Lawrence Rosen)	Read before class and bring question: Abbasi, Aziz. 2009. Sidi Lahcen Blues. In <i>Clifford Geertz in Morocco</i> , Susan Slyomovics, ed. New York, NY: Routledge, 180-189. Geertz, Clifford. 1995. <i>After the Fact: Two Countries, Four Decades, One Anthropologist</i> . Cambridge MA: Harvard University Press, 1-2, 11-20.
June 23	Fez mobility activity	<i>Begin skimming ethnographies related to your topic (your literature review for your project proposal)</i> Fieldtrip Summary Due before class Monday.
June 24 Professor Khandagui	11-12:30: Anthropologists in Morocco	Read before class and bring question: Dwyer, Kevin. 2013. Anthropologists in Morocco. In <i>Encountering Morocco: Fieldwork and Cultural Understanding</i> , David Crawford and Rachel Newcomb, eds. Bloomington IN: Indiana University Press, 213-225.
June 25 Professor Rddad	11-12:30: 343 Religion, sufism and spirituality	Read before class and bring question: Geertz, Clifford. 1968. <i>Islam Observed: Religious Development in Morocco and Indonesia</i> . Chicago IL: University of Chicago Press, 1-9, 29-35, 43-54, 70-82. Optional: Rosen, Lawrence. 2009. Observing Islam observed: the family resemblance and the pun. <i>The Journal of North African Studies</i> 14(3):491-502
June 26 Professor Bekkaoui	11-12:30: 343 Religion, sufism and spirituality	Read before class and bring question: Eickelman, Dale. 1976. <i>Moroccan Islam: Tradition and Society in a Pilgrimage Center</i> . Austin TX: University of Texas Press, 15-30.
June 27 Professor Bekkaoui	11-12:30: 343 Religion, sufism and spirituality <i>Sama' Zawiya Naqshabandiya</i>	Read before class and bring question: Bekkouï, Khalid and Richardo Rene Laremont. 2011. Moroccan Youth Go Sufi. <i>Journal of Middle East and Africa</i> 2:31-46. Optional: Glasser, Jonathan. 2015. Andalusí musical origins at the Moroccan-Algerian frontier: Beyond charter myth. <i>American Ethnologist</i> 42(4): 720-733
June 28 Professor Rddad	11-12:30: 343 Medicine and Magic	Read before class and bring question: Crapanzano, Vincent. 1973. <i>The Hamadsha: A Study in Moroccan Ethnopsychiatry</i> . Berkeley: University of California Press, 133-168.
June 29 Professor Bekkaoui	Fieldtrip: Economies of the Amazigh/Berber in the Middle Atlas; Immouzer, Ain Leuh, Azrou, el-Hajeb	Read before fieldtrip: David, Hart. 2000. Scratch a Moroccan, Find a Berber. In <i>Tribe and Society in Rural Morocco</i> . London and Portland OR: Frank Cass Publishers. 23-26.
June 30	Develop Research Project	<i>Continue skimming ethnographies related to your topic (your literature review for your project proposal)</i> Fieldtrip Summary Due before class Monday.
July 1 Professor Rddad	11-12:30: 343 Medicine and magic	Read before class and bring question: Maarouf, Mohammed. 2007. <i>Jinn Eviction as Discourse of Power</i> . Leiden, The Netherlands: Koninklijke Brill, 159-178.
July 2 Professor	11-12:30: 343 Medicine and magic	Read before class and bring question: Spadola, Emilio. 2014. <i>Calls of Islam</i> . Bloomington, IN: University of Indiana Press, 12-27,

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Rddad		64-80.
July 3 Professor Rddad	11-12:30: 343 Medicine and magic	Read before class and bring question: Amster, Ellen. <i>Medicine and the Saints: Science, Islam and the Colonial Encounter in Morocco 1877-1956</i> . Austin, TX: University of Texas Press, 209-219. AND Hughes, Cortney L. 2011. The “Amazing” Fertility Decline: Islam, Economics, and Reproductive Decision Making among Working-Class Moroccan Women. <i>Medical Anthropology Quarterly</i> 25(4): 417-435.
July 4 Professor Khandagui	11-12:30: 343 Life passages and social customs Guest lecture: Dr. Naina Tajamouti Lahbil 4pm	Read before class and bring question: El Ouardani, Christine. 2014. Childhood and Development in Rural Morocco: Cultivating Reason and Strength. In <i>Everyday Life in the Muslim Middle East</i> , Donna Lee Bowen, Evelyn Early and Becky Schulthies, eds. 3 rd edition. Bloomington, IN: Indiana University Press, 24-38.
July 5 Professor Khandagui	11-12:30: 343 Life passages and social customs	Read before class and bring question: Bargach, Jamila. 2001. Personalizing it: Adoption, bastardy, kinship, and family. <i>The Ethics of Kinship: Ethnographic Exemplars</i> . Lanham: Rowan and Littlefield, 71-97.
July 6 Professor Khandagui	Fieldtrip: Shrines and Tombs to Moulay Idriss Zerhoun, Meknes	Read before fieldtrip: Maarouf, Mohammed. 2010. Saints and Social Justice in Morocco: An Ethnographic Case of the Mythic Court of Sidi Šamharūš. <i>Arabica</i> 57(5): 589-670 Optional: Driessen, Henk. 2012. A Jewish-Muslim Shrine in North Morocco: Echoes of an Ambiguous Past. In <i>Sharing Sacred Spaces in the Mediterranean: Christians, Muslims, and Jews at Shrines and Sanctuaries</i> , Dionigi Albera and Maria Couroucli, eds. Bloomington IN: Indiana University Press, 141-147
July 7	Work on Projects	<i>Connect your ethnographic readings to your analytical memos that will become part of your final research project paper.</i> Fieldtrip Summary Due before class Monday.
July 8 Professor Khandagui	11-12:30: Gender and life passages	Read before class and bring question: Kapchan, Deborah. 1996. <i>Gender on the Market</i> . Philadelphia PA: University of Pennsylvania Press, 153-170.
July 9 Professor Khandagui	11-12:30: Gender and life passages	Read before class and bring question: Newcomb, Rachel. 2009. <i>Women of Fes: Ambiguities of Urban Life in Morocco</i> . Philadelphia, PA: University of Pennsylvania Press, 28-51.
July 10 Professor Bekkaoui	11-12:30: Youth and Social Movements	Read before class and bring question: Emperador Badimon, Montserrat. 2018. From contestation to conciliation: social networks and engagement in the unemployed graduates movement in Morocco. <i>Social Movement Studies</i> 18(1):1-17
July 11 Professor Bekkaoui	11-12:30: Youth and Social Movements	Read before class and bring question: Moreno Almeida, Cristina, 2017. “Visual Representations of Power: Urban Spaces and Rooftops.” In <i>Rap Beyond Resistance : Staging Power in Contemporary Morocco</i> , pp. 113-144.
July 12 Professor Bekkaoui	11-12:30: Youth and Social Movements	Read before class and bring question: Salois, Kendra. 2014. Make Some Noise, Drari: Embodied Listening and Counterpublic Formations in Moroccan Hip Hop. <i>Anthropological Quarterly</i> 87(4): 1017-1048.
July 13	Work on projects	<i>Connect your ethnographic readings to your analytical memos that will become part of your final research project paper.</i>
July 14	Work on projects	<i>Connect your ethnographic readings to your analytical memos that will become part of your final research project paper.</i>

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July 15 Professor Bekkaoui	11-12:30: Youth and Social Movements	Read before class and bring question: McManus, Allison L.. 2016. Deliberative street politics and sacralized dissent: Morocco's 20 February movement and the Jamaa Al Adl Wal Ihsane. <i>Journal of Social, Cultural and Political Protest</i> . 1-6. AND Spiegel, Ari. 2015. <i>Young Islam: The new politics of religion in Morocco and the Arab world</i> . Princeton University Press, 61-87.
July 16 Professor Bekkaoui	11-12:30: Youth and Social Movements	Read before class and bring question: Errazzouki, Samia. 2017 Under watchful eyes: Internet surveillance and citizen media in Morocco, the case of Mamfakinch. <i>The Journal of North African Studies</i> 22(3):361-385 Optional: Boutieri, Charis. 2014. Morocco On-Trial: De-colonial Logic and Transformative Practice in Cyberspace. <i>Wired Citizenship: Youth Learning and Activism in the Middle East</i> . London-New York: Routledge, 39-59.
July 17	Project write-up	<i>Connect your ethnographic readings to your analytical memos that will become part of your final research project paper.</i>
July 18	9-1: Project Presentations	
July 19	Departure from Fez	Program end