

## **Social & Political Change in MENA**

**ANT 4930 Section 0967**

**ANG 6930 Section 2H08**

**Instructor:** Dr. Khadidja Arfi

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**Spring 2016**

**Day/Time:** M, Per. 03-05

**Classroom:** RNK 0230

**Office hours and location:** Thursdays between 1:00 p.m. – 3:00 p.m. @ B 137 Turlington Hall or by appointment

### **Course Description**

This course provides an overview on the social and political changes in North Africa and the Middle East regions. Core anthropological concepts in combination with insightful analyses and ethnographic examples help students to comprehend a region that has been for a long time of great interest to visitors, traders, politicians, conquerors, and religious movements. Moreover, through readings and writing assignments, students will engage in discussion on the role of historical, political, and economical factors in shaping and transforming the MENA region socially and culturally. By the end of the semester, students will master the ability to thinking critically about modernity, nation building, and the link between the ideology of power and the production of knowledge. Students will gain a better understanding of space and mobility, shared spaces and memorials, and new forms of social, religious, and political activism focusing on current events in the Arab world and their usage of and effect in the globalizing and virtual worlds.

### **Course Objectives**

Students will:

- Survey, compare, and assess contemporary research on MENA region
- Produce assessments that indicate students' reflexivity and awareness of the world around them and their ability to understand the complexity of social and political change in MENA
- Develop a critical gaze at the different discourses around the social and political change in MENA
- Gain competence in the terminology, concepts, and methodology used in MENA research
- Articulate the knowledge they've acquired to formulate their own critical reasoning in well-crafted writings and discussion
- Incorporate the assigned readings in class activities, discussions, and assigned writings demonstrating their understanding and analytical thinking of the intersection of key topics and themes.

### **Textbooks**

Albera, D., & Couroucli, M. (2012). *Sharing sacred spaces in the Mediterranean: Christians, Muslims, and Jews at shrines and sanctuaries*. Bloomington, Indiana: Indiana University Press.

Goodman, J. E. (2005). *Berber culture on the world stage: From village to video*. Bloomington: Indiana University Press.

Hafez, S., & Slyomovics, S. (2013). *Anthropology of the Middle East and North Africa: Into the newmillennium*. Bloomington: Indiana University Press.

Kohl, I., & Fischer, A. (2010). *Tuareg society within a globalized world: Saharan life in transition*. London: Tauris Academic Studies/I.B. Tauris.

Laremont, R. (2013). *Revolution: The Arab Spring and Beyond*. Taylor & Francis.

McDougall, J., & Scheele, J. (2012). *Saharan frontiers: Space and mobility in Northwest Africa*. Bloomington: Indiana University Press.

McMurray, D. A., & Ufheil-Somers, A. (2013). *The Arab revolts: Dispatches on militant democracy in the Middle East*. Bloomington: Indiana Univ Press.

Nooshin, L. (2009). *Music and the play of power in the Middle East, North Africa and Central Asia*. Farnham, Surrey, England: Ashgate.

Peterson, M. A. (2011). *Connected in Cairo: Growing up cosmopolitan in the modern Middle East*. Bloomington: Indiana University Press.

### **Course Expectations**

Students are required to attend class, prepare required readings prior to lecture, and participate in class activities. They must complete writing assignments and exams. The CANVAS website will be utilized to provide additional readings assignments, share additional educational links with the class, and manage discussions and papers.

- **Students must complete assignments through CANVAS in order to be graded for their work.**
- **Cell phones must be silenced during class.**
- **Instructor reserves the right to make changes to the structure of the course or course materials at any time. If such changes are made, students will be notified of what those changes are both in class and via an announcement on CANVAS.**

### **Assignments**

**Discussions:** Discussion posts will be held via CANVAS. Each student must submit a new discussion post (about 200 words) and respond to an existing thread (50 words or more). Discussions are assigned every week between week three – week fourteen (see dates in schedule). This is an opportunity for you to react to and reflect on specific themes in the readings and a chance to share ideas with your peers. These ideas would be further discussed during class period.

**Presentations:** Students are in charge of few presentations as scheduled. Each presentation will be based on the readings/theme of the week. The presentation may include (but not required to) audio-visual materials, handouts, and/or educational activities. Presenters must produce 3-5 discussion questions for the class. The presentation should last 30-40 minutes leaving ample time for discussion and questions.

**Papers:** Students must submit two short papers (4-5 pages long) and a final paper (7-10 papers long (longer papers for graduate students)) throughout the course of this semester. Citations may include readings and other accredited resources. Students should use 3-5 academic resources and other materials. Students may use any recognizable academic format for citations (e.g. APA). Papers must be submitted via CANVAS. Please visit the UF Reading and Writing Center if you have any questions (see “tutoring” section below).

### **Required Texts:**

\*Additional readings and other materials will be made available through CANVAS --- FILES--- RESOURCES

### **Evaluation & Grading**

Attendance	05
CANVAS Discussions	20
Student's Presentation	15
Paper One	15
Paper Two	15
Oral Presentation	5
Final Exam	25
Total Points	100

A	93-100%	A-	90-92%
B+	86-89%	B	83-85%
B-	80-82%	C+	76-79%
C	73-75%	C-	70-72%
D+	66-69%	D	63-65%
D-	60-62%	F	0-59%

One can also link to the following: <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

### **Course Policies and Procedures**

**Classroom Behavior Rules:** total courtesy for classmates and instructor is required.

**Communication:** Students are in a course in which we communicate with each other through academic learning, thus, students should communicate with classmates and instructor with total respect and courtesy when discussing the course subjects.

**Academic Honesty:** Students must conform to the University of Florida's academic honesty policy regarding plagiarism and other forms of cheating. The university specifically prohibits cheating, plagiarism, misrepresentation, bribery, conspiracy, and fabrication. Violations will lead to the Department's and the University's procedures for dealing with academic dishonesty. All students are expected to honor their commitment to the [University's Honor Code](#) and the student conduct code.

### **Accommodation for Students with Disabilities**

Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation.

**Please make any requests by the second week of class.**

### **UF Counseling Services**

Resources are available on-campus for students having personal problems or lacking clear career and academic goals that interfere with their academic performance. These resources include:

1. [University Counseling and Wellness Center](#), 3190 Radio Road, 392-1575, personal and career counseling
2. [Sexual Assault Recovery Services](#) (SARS), Student Health Care Center, 392-1161, sexual counseling
3. [Career Resource Center](#), Reitz Union, 392-1601, career development assistance and counseling
4. [Reading & Writing Center](#), Broward Hall, 392-0791, writing assistance, study skills, test preparation

## SCHEDULE

Weekly Topic	Date/Date	Reading and assignment	
<b>Week One</b> Introduction	M. 1/11/16	<ul style="list-style-type: none"> <li>➤ Recognizing the MENA region on the map</li> <li>➤ Encountering Morocco: Fieldwork and Cultural Understanding Edited by David Crawford and Rachel Newcomb Afterword by Kevin Dwyer 2013 (selections)</li> </ul>	
<b>Week Two</b>	M. 1/18/16	<b>No Class (Martin Luther King Day)</b>	
<b>Week Three</b> <ul style="list-style-type: none"> <li>❖ Modernity, nation building, and the link between the ideology of power and the production of knowledge.</li> </ul>	M 1/25/16	<ul style="list-style-type: none"> <li>➤ Hafez &amp; Slyomovics 2013 (selections) <ul style="list-style-type: none"> <li>• 3-22</li> <li>• 23-46</li> <li>• 145-164</li> </ul> </li> </ul> <p><b>Discussion One Due</b></p>	
<b>Week Four</b> <ul style="list-style-type: none"> <li>❖ Space, mobility, and up rootedness</li> </ul>	M 2/01/16	<p>McDougall &amp; Scheele 2012</p> <ul style="list-style-type: none"> <li>• Time and Space in the Sahara (1-21)</li> <li>• Environment, Territory, and Community</li> <li>❖ The Rites of Baba Marzuq (93-107)</li> <li>❖ Celebrating Mawlid in Timimoun (109-130)</li> </ul> <p>Kohl, I., &amp; Fischer, A. (2010)</p> <ul style="list-style-type: none"> <li>❖ Touareg: Moving Global (1-9)</li> <li>❖ Resisting Imperialism: Touareg threaten US, Chinese and Other Foreign Interests (209-230)</li> </ul> <p><b>Student's presentation 1</b></p> <p><b>Discussion Two Due</b></p>	
		<b>Student's presentation 2 (Cities of Salt)</b> <b>Paper One Due (F 1/30/15 at 11:59 pm)</b>	
<b>Week Five</b> <b>Continue.... saharah, desert, and social change</b>	M 2/8/16	<p>Kohl, I., &amp; Fischer, A. (2010)</p> <ul style="list-style-type: none"> <li>❖ Touareg: Moving Global (1-9)</li> <li>❖ Resisting Imperialism: Touareg threaten US, Chinese and Other Foreign Interests (209-230)</li> </ul> <p><b>Cities of Salt Novel</b></p> <p><b>Discussion Three Due</b></p>	
		<b>Student's presentation 2</b>	
<b>Week Six</b> <b>Theme Three:</b> Shared spaces and sites <ul style="list-style-type: none"> <li>❖ Sharing sacred spaces among Abrahamic religions</li> <li>❖ Music and Power</li> </ul>	M 2/15/16	<p>Nooshin, L. (editor) (2009)</p> <ul style="list-style-type: none"> <li>❖ Prelude : power and the play of music</li> <li>❖ Singing against silence : celebrating women and music at the Fourth Jasmine Festival</li> <li>❖ 'Tomorrow is ours' : re-imagining nation, performing youth in the new Iranian pop music</li> <li>❖ The power of silent voices : women in the Syrian Jewish musical tradition</li> </ul> <p><b>Discussion Four Due</b></p> <p><b>Student's presentation 3</b></p>	
<b>Week Seven</b> <b>Theme Four:</b> New forms of social, religious, and political activism <ul style="list-style-type: none"> <li>❖</li> </ul>	M 2/22/16	<p>Albera and Couroucli 2012</p> <ul style="list-style-type: none"> <li>❖ The Case of Istanbul (94-117)</li> <li>❖ The case of Morocco (141-147)</li> <li>❖ The case of Egypt (174-201)</li> <li>❖ The case of Syria (202-218)</li> </ul>	

		<b>Discussion Five Due</b>	
		<b>Student's presentation 4</b>	
<b>Week Eight</b>	<b>M 2/29/16</b>	<b>No Class (Spring Break)</b>	
<b>Week Nine</b> ❖ Berber Spring: uprising in Algeria and morocco	<b>M 03/07/16</b>	Maddy-Weitzman 2011 ❖ Mohamed VI's Morocco and the Amazigh Movement (153-182) ❖ Bouteflika's Algeria and Kabyle Alienation (183-201) <b>Discussion Six Due</b>	
		<b>Student's presentation 5</b>	
<b>Week Ten</b> Theme Four continue... ❖ Arab Spring  ❖	<b>M 3/14/16</b>	McMurray & Ufheil-Somers 2013 Laremont 2014 (Ebook) ❖ Anthropology of the future: Arab Youth and the State of the State by Joseph (105-123) in Hafez and Slyomovics 2013 From collapse of communism in Eastern EU to Arab springs (article) by Erdogan 2013 <b>Discussion Seven Due</b>	
		<b>Student's presentation 6</b>	
<b>Week Eleven</b> Theme Five: ❖ Global, local, and transnational belongings ❖ The emergence of a cosmopolitan identity	<b>M 3/21/16</b>	Connected in Cairo: Growing up Cosmopolitan in the Modern Middle East Peterson 2011 (into & last chap.)	
		<b>Student's presentation 7</b> <b>Paper Two Due (R 3/19/15 at 11:59 pm)</b>	
<b>Week Twelve</b> Theme Five:  ❖ Anthropology and New Media in the Virtual Middle East and North Africa	<b>M 3/28/16</b>	❖ Our Master's Call (chapter) by Emilio Spadola in Hafez & Slyomovics (2013) ❖ The Construction of Virtual Identities: Online Tribalism in Saudi Arabia and Beyond, in Hafez & Slyomovics (2013) <b>Discussion Eight Due</b>	
<b>Week Thirteen</b> Theme Five continue.... ❖ New Media in MENA countries	<b>M 4/04/16</b>	❖ Youth, Peace, and New Media in the Middle East, in Hafez & Slyomovics (2013)	
		<b>Students' online activities on new media</b>	
<b>Week Fourteen</b> Theme Six: ❖ MENA culture and politics of gender identity ➤ Women	<b>M 4/11/16</b>	Need resources gender change and policy in MENA Issue of women's rights in various countries ❖ women, travel and driving in Saudi Arabia ❖ women and edu state in MENA ❖ gender relations and the state <b>Discussion Nine Due</b>	
		<b>Student's presentation 8</b>	

<b>Week Fifteen</b>	M 4/18/16	Homosexuality in MENA need resources	
Theme Six continue.... ❖ MENA culture and politics of gender identity ➤ transgender		<b>Discussion Ten Due</b> <b>Student's presentation 9</b> Oral Presentations and last day of class	