

Morocco in Context

COURSE DESIGNATOR: MRCO 3599

LANGUAGE OF INSTRUCTION: English

NUMBER OF CREDITS: 1

CONTACT HOURS: 15 for group/individual reflection, 30 when combined with directed research

COURSE DESCRIPTION

The course aims at exposing students to a number of issues that have impacted the religious, social, and economic situation in the city of their cultural experience, Fes. The selected topics are meant to help students understand the different dimensions that have shaped the identity of this Islamic city throughout the history of the nation with a special attention given to the recent changes affecting urban lives as well as a number of challenges facing the younger generations.

COURSE OBJECTIVES

By completing this course students will:

- develop confidence and initiative in learning from experience—skills that will last a lifetime
- learn new ways to understand and interpret the cultural dynamics that they are experiencing
- appreciate the breadth of cultural experiences by discussing the experiences of other participants

MAJOR TOPICS

- family life and values in Morocco
- historical context of Fez and its political/social identity
- religious practices and diversity and the intersection with daily life in Fez
- Fez's historic intersection of Islam, France, and historical colonizing powers
- the role of the Medina and contemporary life and values in Fez and Morocco
- socio-economic classes in Fez and lifestyle realities
- education: public vs. private and schools in Fez
- poverty and social responsibility in Fez
- professional and stay-at-home women and religious identity in Fez
- youth life in Fez: activities, challenges, social identity

METHODOLOGY

All students enroll in the *Morocco in Context* course to discuss and reflect on their cultural experiences while on the program. Students have a classroom component as well as individualized instruction (1.5 – 2 hours per week) to design a specific-interest project/topic to investigate. These individualized meetings are paired with 4 shorter written student submissions to the course instructor. Additional in-person meetings are arranged, as needed. Each student presents a summary of their final paper to the course instructor and course participants in the penultimate week of the semester and incorporates changes for the final paper due at the end of the term.

Morocco in Context-only students submit 4 shorter written submission focusing on their personal observations and experiences and submit a final 5-8 page course paper on their specific-interest project/topic.

Students enrolling in the *MRCO 3993 Directed Research* course (3 credits) participate in the *Morocco in Context* course and meet weekly with the designated course instructor to discuss their progress and to identify next steps in their research topic development. The 4 shorter written student submissions to the course instructor focus on statement of purpose,

research questions, methodology, and findings. Additional in person meetings are arranged, as needed. Each student presents final findings to the course instructor and other directed research students (if applicable) in the penultimate week of the semester and incorporates changes for the final 10–15 page paper due at the end of the term.

GRADING

Grading Rubric		
A	93-100	Achievement that is outstanding relative to the level necessary to meet course requirements.
A-	90-92	Achievement that is significantly above the level necessary to meet course requirements.
B+	87-89	
B	83-86	
B-	80-82	Achievement that meets the course requirements in every respect.
C+	77-79	
C	73-76	
C-	70-72	Achievement that is worthy of credit even though it fails to meet fully the course requirements.
D+	67-69	
D	60-66	
F	0-59	Represents failure (or no credit) and signifies that the work was either (1) completed but at a level of achievement that is not worthy of credit or (2) was not completed and there was no agreement between the instructor and the student that the student would be awarded an I.

SUMMARY OF HOW GRADES ARE WEIGHTED

4 shorter written submissions (2–3 pages)	30%
Final course paper (5-8 pages for 1 credit, 10-15 pages for <i>MRCO 3993 Directed Research</i> , 3 credits)	45%
Oral presentation	10%
Quality of discussion at weekly meeting	10%
Quality of course paper outline	5%
Overall grade	100%

COURSE CONTENT

UNIT 1
Family life and values in Morocco

UNIT 2

Historical context of Fez and its political/social identity

UNIT 3

Religious practices and diversity and the intersection with daily life in Fez

UNIT 4

Fez's historic intersection of Islam, France, and historical colonizing powers – impact on living sectors in Fez

UNIT 5

The role of the Medina and contemporary life and values in Fez

UNIT 6

Socio-economic classes in Fez and lifestyle realities

UNIT 7

Education: public vs. private and schools in Fez

UNIT 8

Poverty and social responsibility in Fez

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UNIT 9

Professional and stay-at-home women and religious identity in Fez

UNIT 10

Youth life in Fez: activities, challenges, social identity

ATTENDANCE POLICY

Students are expected to be on time and attend all classes while abroad. Many instructors assess both attendance and participation when assigning a final course grade. Attendance alone does not guarantee a positive participation grade; the student should be prepared for class and engage in class discussion. See the onsite syllabus for specific class requirements.

UNIVERSITY OF MINNESOTA POLICIES AND PROCEDURES

Academic integrity is essential to a positive teaching and learning environment. All students enrolled in University courses are expected to complete coursework responsibilities with fairness and honesty. Failure to do so by seeking unfair advantage over others or misrepresenting someone else's work as your own can result in disciplinary action. The University Student Conduct Code defines scholastic dishonesty as follows:

SCHOLASTIC DISHONESTY:

Scholastic dishonesty means plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; altering forging, or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis.

Within this course, a student responsible for scholastic dishonesty can be assigned a penalty up to and including an "F" or "N" for the course. If you have any questions regarding the expectations for a specific assignment or exam, ask.

STUDENT CONDUCT:

The University of Minnesota has specific policies concerning student conduct. This information can be found on the Learning Abroad Center website.