Human Rights and Social Movements in a Multicultural Context
AFRS 3000 (3 credits / 45 hours)

SIT Study Abroad Program:
Morocco: Multiculturalism and Human Rights

PLEASE NOTE: This syllabus represents a recent semester. Because courses develop and change over time to take advantage of unique learning opportunities, actual course content varies from semester to semester.

Description

This seminar aims to introduce students to the major current debates on the questions of human rights and social movements in the Moroccan hybrid political context. In the aftermath of the February 20, 2011 movement (the Moroccan version of the Arab Spring; since commonly known as the February 20 Movement), Morocco has witnessed many social protest movements across the country. These movements opened the door for a fundamental rethinking of the prevalent paradigms used to understand Moroccan political social dynamics. Students look at movements in terms of large-scale, dramatic events, while also paying close attention to the social infrastructure and actions of ordinary people that sustain movements on a daily basis. Using a perspective of "human rights practice" the focus is on analyzing how groups and organizations operationalize human rights, and view human rights through action rather than simply as legal norms. The seminar engages Moroccan academics, artists, civil society activists, policy makers and students in debates on the development of a multicultural society in a political hybrid regime.

Learning Outcomes
By the end of the course, students will be able to:
- Identify from both a theoretical and practical standpoint the concepts of human rights and social movements in the contemporary multicultural Moroccan context;
- Analyze current issues related to the development of individual and public liberties in Morocco regarding the spheres of human rights, religion, society, culture, and politics;
- Show familiarity with the work of institutions and NGOs in the areas of human rights and culture;
- Demonstrate understanding of the social movements shaping the public debate agenda in Morocco;
- Explain the impact of neo-liberal policies and protest movements on the development of human rights in Morocco;

Language of Instruction

This course is taught in English, but students will be simultaneously learning Modern Standard Arabic and expected to engage community members in this language (to the best of their abilities) when the opportunity arises.

Course Schedule

*Please be aware that course contents, lecturers, and readings may be modified as needed. Should any changes of class topics or lecturers be necessary, students will be promptly notified.

Module 1: Human Rights in the Context of a Hybrid Political System
This module offers an overview of institutional arrangements, tactics, and strategies of accommodation and coercion used by hybrid systems. The focus is on the interface between state interests, the agenda of political parties and institutions, and the claims of social movements and civil society organizations in the advance of human rights and the transition towards a more democratic system of governance. The module engages with the human rights issues in the context of post-Arab Spring social-political dynamics in Morocco and regional geopolitics and elaborates on the methods of assessment, monitoring, and advocacy of these rights.

Sessions may include:
- Hybrid regimes and political change: conceptual framework;
- Debating Human Rights Indicators and Development Indicators
- Role of political parties and political institutions in a hybrid system;
- Debating human and cultural rights in a hybrid regime;
- Cooptation and contestation in a hybrid regime: power and limitations of civil society;
- The cultural construction of human rights in Morocco;
- The politics of protest and resistance in a hybrid regime;
- Multiculturalist dynamics in a hybrid system;
- Language rights and policy in a multicultural context.

Required Readings:
Diamond, L. J. (2002). Thinking about Hybrid Regimes. *Journal of Democracy*, 13:2, pp. 21-35. Accessed at: http://media.library.ku.edu.tr/reserve/resspring16/Intl532_ZOnis/6_Required.pdf
Bolleyer, N. and Storm, L. (2010). Problems of party assistance in hybrid regimes: the case of Morocco. *Democratization*, 17:6, pp. 1202-1224.
Maghraoui, D. (2016). Morocco: Obedience, Civil Resistance, and Dispersed Solidarities. In Adams, Robert, Willis, Michael J., McCarthy, Rory, and Garton Ash, Timothy. Eds. *Civil Resistance in the Arab Spring: Triumphs and Disasters*. Oxford: Oxford University Press.
Kadiri, M. (2017). The Evolution of Human Rights in Morocco: Arab Reform Initiative. Accessed at: https://www.arab-reform.net/en/file/1873/download?token=edUZIwN

Recommended Readings:
Bradley, C. G. (2015). International Organizations and the Production of Indicators. *The Quiet Power of Indicators: Measuring Governance, Corruption, and the Rule of Law*, 27-74.
Mednicoff, D. M. (2003). Think Locally – Act Globally? Cultural Framing of Human Rights in Morocco and Tunisia. *The International Journal of Human Rights*, 7:3, pp. 71-103. Accessed: https://people.umass.edu/mednic/mednicoff_humanrightssmall.pdf
Molina, I. F. (2011). The monarchy vs. the 20 February Movement: who holds the reins of political change in Morocco? *Mediterranean politics*, *16*(3), 435-441.
Emiljanowicz, P. (2017). Facebook, Mamfakinch, and the February 20 Movement in Morocco. Participedia. Accessed: https://participedia.net/en/cases/facebook-mamfakinch-and-february-20-movement-morocco
Touhtou, R. (2014). Civil Society in Morocco and Under the 2011 Constitution: Issues, Stakes and Challenges. Arab Center for Research and Policy Studies. Accessed at:

https://www.dohainstitute.org/en/lists/ACRPS-
PDFDocumentLibrary/Moroccan_Constitution_of_2011_and_Civil_Society.pdf
Martin Munoz, G. (2016). Democracy and Islamism in Arab Political Transitions. In Roche
Carcel, Juan A. Ed. *Transitions: The Fragility of Democracy*. Berlin: Logos verlag Berlin.
Belghazi, T., & Moudden, A. (2016). *Ihbat*: disillusionment and the Arab Spring in Morocco. *The
Journal of North African Studies*, *21*(1), 37-49.

Module 2: Researching social Movements and Reflections on ISP issues
The focus is on the new generation of social movements and their tactics of mobilization and
resistance in the face of a hybrid and semi-authoritarian system. The module discusses the
notion of *hogra* (a feeling of humiliation and indignation by one's inability to address injustice)
and social justice in mobilizing contestation and resistance against corruption, poverty, and
disenfranchisement. The aim is to analyze how social movements, including the protests of the
unemployed, the uprisings of *hirak al-Rif*, and LGBTQ movement, negotiate social and political
change in the context of a hybrid regime.

The sessions will take up the following points:
- *Hogra* protests and contestation: organization and mobilization;
- New social movements: from *Tansiqqiyat* to *Hirak -al-Rif;*
- The making and un-making of leaders of the protest movements;
- Advocacy of cultural rights movements: the Amazigh as a case study;
- Activism in an authoritarian system: LGBTQ movement as a case study;
- Individual liberties and state control: *MALI* movement.
- Researching NGOs
- Introduction to the Fieldwork assignment

Required Readings:
Masbah, M. (2017). A New Generation of Protests in Morocco? How *Hirak al-Rif* Endures. Arab
Reform Initiative.
Emperador Badimon, M. (2013). Unemployed Moroccan University Graduates and Strategies
for 'Apolitical' Mobilization. In Beinin, J.and Vairel, F. (Eds.). *Social Movements,
Mobilization, and Contestation in the Middle East and North Africa*. Stanford: Stanford
University Press.
Bogaert, K. (2015). The revolt of small towns: the meaning of Morocco's history and the
geography of social protests. *Review of African political economy*, *42*(143), 124-140.
R. J. Chenail, "Keeping things plumb in qualitative research," *The Qualitative
Report* 3(3), Sept. 1997, http://www.nova.edu/ssss/QR/QR3-3/plumb.html.
Seidman, Irving. 2013. Technique Isn't Everything, But It Is a Lot. In *Interviewing as
Qualitative Research, 4th ed*., 81-96. New York: Teachers College.

Recommended Readings:
Salman, T. and Assies, W. (2007). Anthropology and the Study of Social Movements. In: B.
Klandermans and C. Roggeband. Eds. *A Handbook of Social Movements Across
Disciplines*. New York: Springer, pp. 201-265.
Vairel, F. (2013). Protesting in Authoritarian Situations: Egypt and Morocco in Comparative
Perspectives. In Beinin, Joel and Vairel, Frederic. Eds. *Social Movements, Mobilization,
and Contestation in the Middle East and North Africa*. Stanford: Stanford University
Press.
Pori, B. (2015). "Love is Not a Crime": Goals of the Gay Movement in Morocco. Human Rights
Independent Study. Barnard College. Accessed at:
https://academiccommons.columbia.edu/.../Human_Rights_Thesis
Frosh, J. (2013).There's a Place for Gays in Islam. *The Atlantic.* 6 September 2013.
Lorch, J. and Burkhard, J. (2017). Online and Traditional Forms of Protest Mobilization:
Morocco's Rif Protests and Beyond. Middle East Institute. Accessed at:

http://www.mei.edu/content/map/online-and-traditional-forms-protest-mobilization-morocco-s-rif-protests-and-beyond

Kurzman, C. (2008). Introduction: Meaning-Making in Social Movements. *Anthropological Quarterly*, 81:1, pp. 5-15.

Mounsif, Y. (2018). Human Rights Action and Social Movements in Morocco. Arab Reform Initiative. Accessed: *https://www.arab-reform.net/en/file/2100/download?token...*

Sidi Hida, B. (2011). Social and Political Mobilizations: Societies in Motion: Collective Actions in a Changing Morocco. *Revue Tiers Monde*, 5, pp. 163-188. Accessed at: https://www.cairn-int.info/focus-E_RTM_HS01_0163--social-and-political-mobilizations.htm

Mack, Natasha, Cynthia Woodsong, et al. 2005. *Qualitative Research Methods: A Data Collector's Field Guide,* pp. 12-28. Research Triangle Park, NC: Family Health International.

Module 3: Gendering Citizenship: Women's Rights and Constitutional Reform in Morocco

This module focuses on women's human and legal rights in Morocco. The focus is on women's struggles in the aftermath of the 2011 Constitution. Sessions grapple with the role of civil society in leading social and political change in the areas of the Family Code, inheritance rights, equal pay, and child labor. The module also addresses the legal and social struggles against violence against women. The sessions are based on a diverse selection of readings that include theoretical articles, practitioner perspectives, and primary source texts of international and national laws. During the rural homestay, students observe and discuss the condition of rural women in light of ongoing changes in Morocco.

Sessions may include:
- After the 2004 *Mudawana*: rethinking the Moroccan family code;
- Law and practice: legal impediments to women's empowerment;
- Human rights and violence against women;
- Civil society and women's rights: local and international NGOs;
- Marriage and citizenship: the struggle for equal rights;
- Women and labor rights in a patriarchal neo-liberal context;
- Empowering rural women: are microfinance projects the answer?
- Women entrepreneurs and social change.

Required Readings:

Touati, Z. (2014). The Struggle for Women's Rights in Morocco: From Historical Feminism to 20 February 2011 Activism. In Olimat, Muhamad S. Ed. *Arab Spring and Arab Women: Challenges and Opportunities*. London and New York: Routledge. Accessed at: https://books.google.co.ma/books?id=-gg3AgAAQBAJ&pg=PA121&lpg=PA121&dq=the+evolution+of+protest+movements+in+Morocco&source=bl&ots=nLx4Buof4-&sig=LPeI_rNVnMD_fD0YKCZwqvDAKs4&hl=fr&sa=X&ved=0ahUKEwjZtsCem9XZAhWIxRQKHQmdAS84ChDoAQhcMAk#v=onepage&q=the%20evolution%20of%20protest%20movements%20in%20Morocco&f=false

Kerkech, R. (2016). Moroccan Women's Cultural Rights: A Psycho-social Perspective on Cultural Paradoxes. In Sadiqi, F. (Ed.). *Women's Movements in Post-"Arab Spring" North Africa*. New York: Palgrave Macmillan

Bordat, S. W., & Kouzzi, S. (2010). Legal empowerment of unwed mothers: Experiences of Moroccan NGOs. *Legal Empowerment: Practitioners Perspectives*. Retrieved from www.idlo.int/publications/LEWP/LEWP_BordatKouzzi.pdf

Recommended Readings:

Bordat, S. W., Davis, S. S., & Kouzzi, S. (2011). Women as Agents of Grassroots Change Illustrating Micro-Empowerment in Morocco. *Journal of Middle East Women's Studies*, *7*(1), 90-119.

Elattir, M., El Kirat El Allame, Y., and Tihm, Y. (2016). Women's Economic Empowerment in Morocco: The Case of Social Entrepreneurship. In Sadiqi, F. (Ed.). *Women's Movements in Post-"Arab Spring" North Africa*. New York: Palgrave Macmillan.

de Faria Slenes, R. (2014). Human Rights, Religion, and Violence: Strategies of Moroccan Activists Fighting Violence Against Women. *Procedia - Social and Behavioral Sciences*, 161, pp. 247 – 251. Accessed at: https://ac.els-cdn.com/S1877042814061515/1-s2.0-S1877042814061515-main.pdf?_tid=e7fdffc6-db3a-49d8-832c 5026df49ddac&acdnat=1520277704_963a4c341eee8b8f9a574a64cc8d51f5

Evrard, A. Y. (2014). *The Moroccan Women's Rights Movement*. Syracuse, NY: Syracuse University Press.

Cairoli, L. M. (2011). *Girls of the Factory: A Year with the Garment Workers of Morocco*. Gainesville: University of Florida Press.

Zvan Elliott, K. (2015). *Modernizing Patriarchy: The Politics of Women's Rights in Morocco*. Austin: University of Texas Press (Chapters 4 and 5: "Twenty-First Century Marriage: Gender Equality or Complementarity?" and "Rural, Educated and, Single")

Boutkhil, S. (2016). Moroccan Women in Limbo: On Liminal Citizenship and the Quest for Equality. In Sadiqi, F. 9Ed.). *Women's Movements in Post-"Arab Spring" North Africa*. New York: Palgrave Macmillan

Pittman, A. and Naciri, R. (2014). Voicing Autonomy through Citizenship: The Regional Nationality Campaign and Morocco. In Nazneen, Sohela and Sultan, M. (Eds.). *Voicing Demands: Feminist Activism in Transitional Contexts*. London: Zed Books.

Module 4: Youth Rights and Activism in Morocco

This module aims to introduce students to the main current trends and debates regarding youth rights and activism in Morocco – where young people are constantly torn between social, collective marginality, and the individual economic quest for autonomy. The module analyzes the structural factors that shape the lives of young people including 2011 constitutional reforms and the national integrated youth strategy. The focus is on the February 20 movement, activism, and the struggle for inclusion. The module also includes a round table discussion with Moroccan university students.

Sessions may include:
- Youth and social change: mobilization and contestation;
- Youth and political institutions: the 20 February movement;
- Social media and youth activism;
- Youth and hip-hop: rhymed resistance;
- Gendering activism: young women protest leaders;
- Youth and processes of individuation in a hybrid context;
- Youth and social and political transition;
- The next generation: discussion with Moroccan university students.

Required Readings:

Saloua Zerhouni, S. and Akesbi, A. (2016). Youth Activism in Morocco: Exclusion, Agency and the Search for Inclusion. Power2Youth; Working Paper, 15. Accessed: http://www.iai.it/sites/default/files/p2y_15.pdf

Abdelhak K. (2017). CESEM-HEM: National Youth Policies: The Case of Morocco. Sahwa Project.

Abadi, H. (2014). Gendering the February 20th Movement: Moroccan Women Redefining: Boundaries, Identities and Resistances. Cyber Orient, 8:1. Accessed: http://www.cyberorient.net/article.do?articleId=8817

Recommended Readings:

Skalli, L. (2013). Youth, Media and the Politics of Change in North Africa: Negotiating Identities, Spaces, and Power. *Middle East Journal of Culture and Communication*, 6:1-10.

El Idrissi, S. (2012). February 20th Movement: Reflections of a Young Activist. Open Democracy, March 30. http://www.opendemocracy.net/5050/sarra-el-idrissi/february-20-movement-reflections-of-young-activist,

Desrues, T. (2012). Moroccan youth and the forming of a new generation: social change, collective action and political activism. *Mediterranean Politics*, *17*(1), 23-40.

Bossenbroek, L., van der Ploeg, J. D., & Zwarteveen, M. (2015). Broken dreams? Youth experiences of agrarian change in Morocco's Saïss region. *Cahiers Agricultures*, *24*(6), 342-348.

Module 5: Neoliberalism and Protest Movements in Morocco
This module explores the relationship and impact of neoliberal policies on the social fabric in Morocco and ensuing protests and contestation movements. The failure of the National Initiative of Human Development (launched in 2005) in attenuating the impact of neoliberal policies on the poor and dispossessed has led to an increase in the ratio of the population "at risk" and intensification of social protests in peripheral regions. Despite the claims of government officials, the resources of the country do not seem to be distributed in an equitably way, which further jeopardizes the promulgation of economic and social rights.

Sessions may include:
- Neoliberal economy and protest movements: an overview;
- After the National Initiative of Human Development (INDH): poverty and protest in Morocco;
- Neoliberal policies and the social fabric in Morocco: the compensation fund and informal economy sector;
- Economic and social rights: trade unions and human rights;
- Social and environmental justice in the age of neoliberalism;
- Economic structural adjustment and unemployment;
- Is there a third alternative to the left and neoliberalism?

Required Readings:
Moyn, S. (2014). A powerless companion: human rights in the age of neoliberalism. *Law and Contemporary Problems*, 77:147. Accessed at: http://lcp.law.duke.edu/.

Willis, M. J. (2015). Evolution Not Revolution: Morocco and the Arab Spring. In Sadiki, Larbi. Ed. *Routledge Handbook of the Arab Spring: Rethinking Democratization*. London and New York: Routledge.

Aznague, A. (2017). Protest Movements in Morocco and the Role of the Political Left in Mobilization against neoliberalism. Rosa Luxemburg Stiftung: North Africa Office. Accessed at: http://www.rosaluxna.org/wp-content/uploads/2017/05/Protest-Movement-In-morocco-16-05-2017.pdf

Recommended Readings:
Larking, E. (2017). Human Rights Rituals: Masking Neoliberalism and Inequality and Marginalizing Alternative World Views. *Canadian Journal of Law and Society / La Revue Canadienne Droit et Société*, 31:1, pp. 1-18.

Zemni, S. and Bogaert, K. (2011). Urban renewal and social development in Morocco in an age of neoliberal government. *Review of African Political Economy*, 38:129, pp. 403-417.

Pereira da Silva, T. (2017). High and Persistent Skilled Unemployment in Morocco; Explaining It by Skills Mismatch. OCP Policy Center. Accessed at: http://www.ocppc.ma/sites/default/files/OCPPCRP-1704.pdf

Jaidi, L. Economic and Social Change in Morocco: Civil Society Contributions and Limits. Accessed at: http://www.iemed.org/publicacions/historic-de-publicacions/monografies/sumaris-fotos-monografies/socioeconomic-change-morocco-jaidi-larbi.pdf

Module 6: Multiculturalism and Contemporary Moroccan Visual Arts
This module focuses on Moroccan post-colonial art and the various aesthetic strategies of resistance developed by Moroccan artists to break away from the colonial ethnographic and exotic representations. Run in the form of a workshop, the module offers a critical introduction to the works of some of the most challenging 21st century Moroccan artists and a field visit to Bank Al Maghrib Museum.

Sessions may include:
- Colonial vs. post-colonial art in Morocco: from resilience to resistance;
- Multiculturalism, art, and craftsmanship;
- Cultural heritage and "The School of the Sign" art movement;
- Islamist movement and the arts;
- Field Session: Visit to Bank Al Maghrib Museum.

Evaluation and Grading Criteria
Description of Assignments:
Timely completion of all assignments is expected. Late hand-ins will be penalized. All assignments are evaluated according to organization, analytical quality, depth of understanding, argumentation, and presentation of evidence.

Module Synthesis Panel (20%):
Students sign up in groups of 3 or 4 for either of the modules in this seminar and provide a panel presentation in which they bring together theoretical and country-specific insights into the impact of social movements and neo-liberal policies on the development of human rights in Morocco. All students should prepare for class discussion and have at least one question or comment ready for the panel. Though students prepare the presentation in group, each student is individually evaluated on the basis of the clarity of thought and argumentation in their presentation and response to the questions from the audience.

Midterm Paper (30%):
The Midterm Paper should be approximately 3 pages long and should be based primarily on library sources (e-resources included). The theme of the paper should be inspired by the lectures and the readings assigned and should have an introduction, clear statement of the argument, conceptual framework, and current circumstances of the issue. Justify the selection of your topic if it seems unrelated to the wordings of the module or session titles or the readings.

Final Paper (40%):
The Final Paper should be approximately 5 to 6 pages long and should reflect primarily on a prominent problem dealt within the semester such as the limitations of human rights implementation in a hybrid regime, the challenges of women's empowerment in a conservative and authoritarian system, impact of neoliberal policies on the equitable distribution of resources or the challenges of addressing poverty and employment in peripheral regions. Students are also encouraged to choose a topic and area of research that they would later develop in their independent study project. Besides a clear statement of the argument, the paper should also review some of the relevant literature (4 to 5 articles).

Class Participation (10%):
Participation in class refers to attendance, punctuality, attentive listening, and active engagement in all lectures, discussions, educational excursions, assignments, and other activities. It also means polite and respectful behavior. An absent student is responsible for contacting the instructor, the tutor, and/or fellow students to be prepared for the assignments s/he missed, and the ones scheduled for the next class.

Assessment:

Module Synthesis Panel	20%
Midterm Paper	30%
Final paper	40%
Class participation	10%

Grading Scale:

94-100%	A
90-93%	A-
87-89%	B+
84-86%	B
80-83%	B-
77-79%	C+
74-76%	C
70-73%	C-
67-69%	D+
64-66%	D
below 64%	F

Grading Criteria:
An "A" grade for an assignment entails superior (not just "very good") performance in terms of structure and organization of assignments, analysis, logical argumentation and consistency, and the provision of factual, numerical, and/or historical evidence. In terms of class participation, an "A" grade refers to full attendance, punctuality, attentive listening, and active engagement in all academic seminar lectures, discussions, field trips, and other activities. It also means polite and respectful behavior. The level, frequency, and quality of student participation will be monitored and taken into account.

Student Expectations
- Show up prepared. Be on time, have your readings completed and points in mind for discussion or clarification. Complying with these elements raises the level of class discussion for everyone.
- Have assignments completed on schedule. This will help ensure that your assignments are returned in a timely manner.
- Ask questions in class. Engage the lecturer. These are often very busy professionals who are doing us an honor by coming to speak.
- Comply with academic integrity policies (no plagiarism or cheating, nothing unethical).
- Respect differences of opinion (classmates', lecturers, local constituents engaged with on the visits). You are not expected to agree with everything you hear, but you are expected to listen across difference and consider other perspectives with respect.

Academic Policies: SIT prides itself on providing students with an experientially based program; we hold ourselves, and our students, to the highest of academic standards. Students are asked to refer to the **SIT Study Abroad Handbook** for policies on academic integrity, ethics, academic warning and probation, diversity and disability, sexual harassment and the academic appeals process.

Disability Services: Students with disabilities are encouraged to contact Disability Services at disabilityservices@sit.edu for information and support in facilitating an accessible educational experience. Additional information regarding SIT Disability Services, including a link to the online request form, can be found on the Disability Services website at http://studyabroad.sit.edu/disabilityservices.