POLS 311: Youth and Social Movements in Morocco and Beyond
Syllabus

Name of Instructor:
Program Location: Rabat, Morocco
Term and Year:
Course Hours:
Contact Information:
        Phone:
        Email:

Course Description:
This course studies present-day youth involvement in social movements through the lens of social movement theory and youth studies. It focuses on youth activism and on youth policies in the post-Spring Era in Morocco and in the MENA region. The course explores the circumstances under which youth-based and youth-led social movements emerge as well as the role of youth expressive forms and forms of technology in the formation, development, and political trajectory of these movements. At the same time, the course examines how youth conceive of social justice and social change and how youth go about framing social issues. To accomplish this, we will scrutinize a select number of sites and forums where youth are engaging in activism, including youth involvement in the February 20th Movement and in Arab Spring movements in general, in civil society organizations and in political parties, in resistance art groups, individual liberties movements, and in Islamic and ideologically-driven movements. Ultimately, the course attempts to draw larger theoretical lessons about the nature of power, social change, and contemporary youth politics in Morocco and in the whole MENA region in post Arab Spring.

Learning outcomes for the course
        By the completion of this course, students will be able to:
- Examine youth involvement in the Arab spring revolutions in the MENA region and in Morocco in particular;
- Understand the demographic weight of youth in Morocco and in the MENA region;
- Understand youth involvement in politics, both formal and informal, in political parties and in social movements;
- Analyze the dynamics of youth participation in the public sphere and their influence on politics and policies;
- Analyze the interaction between youth and structures of governments;
- Explain the underpinning motivations of youth in joining political movements (radical, religious and new forms of political expression);
- Analyze the relationship between youth and new digital media, mainly social media and how it contributed in changing power relations and pushed for social change in Morocco and in the MENA region.

Knowledge
        This course is designed to assist students to acquire and demonstrate knowledge about:
- Moroccan and MENA youth politics.

- Different political and sociological theories about youth and social movements.
- Basic concepts that have shaped the involvement of youth in politics and in Arab spring revolutions.
- The economic/demographic conditions of MENA youth.
- Youth interactions with governments, political parties and civil society organizations in the region.

Skills

This course is designed to assist students in acquiring or enhancing the following skills:
- Understanding youth politics and policies.
- Critically analyze concepts and theories related to social movements.
- Analytically examine the political actors involved in youth politics.
- Discuss and analyze modern political systems in Morocco and in the MENA region.

Attitudes

This course is designed to encourage development of the following attitudes:
- Appreciating the complexity of the youth component of politics in the MENA.
- Individual and critical positions towards theories and case studies of social movements.
- Appreciation for the development and the renewal of knowledge and studies related to youth politics.
- Appreciation of the dynamics between state and civil society in issues related to youth.

Required Reading

1) Textbook(s) (all of these are available in AMIDEAST Library).

1. **Beinin, Joel and Frederic Vairel, eds. 2011. <u>Social Movements, Mobilization, and Contestation in the Middle East and North Africa</u>. Stanford UP.**
2. **Bayat, Asef. 2010. <u>Life as Politics: How Ordinary People Change the Middle East</u>. Stanford UP.**
3. **Gelvin, James. 2011. <u>The Modern Middle East: A History</u>. 3rd Edition. Oxford UP.**
4. **Khouri, Rami G. and Vivian M. Lopez, eds. (2011), A Generation on the Move. Insights into the Conditions, Aspirations and Activism of Arab Youth, Beirut, Issam Fares Institute, http://www. unicef.org/media/media_60552.html.**
5. **United Nations (2007), World Youth Report 2007, New York, United Nations, http:// undesadspd.org/WorldYouthReport/2007.aspx .**
6. **Shana, Cohen. 2004. <u>Searching for a Different Future: The Rise of a global Middle Class in Morocco</u>. Duke University Press.**
7. **Spiegel A.M. 2015. <u>Young Islam: The New Politics of Religion in Morocco and the Arab World</u>. Princeton University Press.**

2) Other readings (these are the weekly readings to be covered; all available in OneDrive).

1- Assaad, Ragui and Farzaneh Roudi-Fahimi (2007), Youth in the Middle East and North Africa: Demographic Opportunity or Challenge?, Washington, Population Reference Bureau, http://www.prb.org/pdf07/YouthinMENA.pdf.

2- Bayat, Asef (2010), "Muslim Youth and the Claim of Youthfulness", in Linda Herrera and Asef Bayat (eds.), Being Young and Muslim. New Cultural Politics in the Global South and North, New York, Oxford University Press, p. 27-47.

3- Boudarbat, Brahim and Aziz Ajbilou (2007), "Youth Exclusion in Morocco: Context, Consequences, and Policies", in Middle East Youth Initiative Working Papers, No. 5 (September), http://www.meyi.org/publication-youth-exclusion-in-morocco-context-consequences-and-policies.html

4- Khouri, Rami G. (2011), "Arab Youth and Media Expression", in Rami G. Khouri and Vivian M. Lopez, eds., A Generation on the Move. Insights into the Conditions, Aspirations and Activism of Arab Youth, Beirut, Issam Fares Institute, p. 20-24, http://www.unicef.org/media/media_60552.html.

5- McLean Hilker, Lyndsay and Erika Fraser (2009), Youth Exclusion, Violence, Conflict and Fragile States, Report prepared for DFID, London, Social Development Direct, http://www.gsdrc.org/go/display&type=document&id=34

6- Murphy, Emma C. (2012), "Problematizing Arab Youth: Generational Narratives of Systemic Failure", in Mediterranean Politics, Vol. 17, No. 1 (March), p. 5-22

7- Paciello, Maria Cristina (2012), "Youth Exclusion in North African Countries: Continuity or Change?", in Maria Cristina Paciello (ed.), "Reversing the Vicious Circle in North Africa's Political Economy Confronting Rural, Urban, and Youth-Related Challenges", in Mediterranean Paper Series, May, http://shar.es/1X6ieV.

8- Sika, Nadine and Holger Albrecht (2015), "Organisational Factors of Youth Exclusion/Inclusion and Youth Collective Agency. Concept Paper for Meso-Level Analysis (WP3)", in Power2Youth Working Papers, No. 3.

9- Mary Bucholtz, "Youth and Cultural Practice," Annual Review of Anthropology 31: 525-552, 2002.

10- El Hachimi Mohamed, "From Activism to Artivism: New Forms of Youth Activism in the Aftermath of the 20 February Movement".http://www.iemed.org/observatori/arees-danalisi/arxius-adjunts/copy_of_focus/127-ElHachimi-b.pdf.

11- Sonja, Hegasy, "Young Authority: Quantitative and Qualitative Insights into Youth, Youth Culture, and State Power in Contemporary Morocco. http://dx.doi.org/10.1080/13629380601099443.

12- Bogaert, Koenraad and Montserrat Emperador (2011), "Imagining the State through Social Protest: State Reformation and the Mobilizations of Unemployed Graduates in Morocco", in Mediterranean Politics, Vol. 16, No. 2 (July), p. 241-259.

13-	Bekkaoui, Khalid and Ricardo René Larémont (2011), "Moroccan Youth Go Sufi", in The Journal of the Middle East and Africa, Vol. 2, No. 1, p. 31-46.
14-	Catusse, Myriam and Blandine Destremau (2016), "Governing Youth, Managing Society: A Comparative Overview of Six Country Case Studies (Egypt, Lebanon, Morocco, Occupied Palestinian Territories, Tunisia and Turkey)", in Power2Youth Working Papers, No. 14 (June), http://www.iai.it/en/node/6488.
15-	De Bel-Air, Françoise (2016b), "Youth and Family Policies in Arab Countries and Turkey: The Political Stakes of Demography", in Power2Youth Working Papers, No. 13 (June), http://www.iai.it/en/node/6472.
16-	Desrues, Thierry (2012), "Moroccan Youth and the Forming of a New Generation: Social Change, Collective Action and Political Activism", in Mediterranean Politics, Vol. 17, No. 1 (March), p. 23-40.
17-	Kohstall, Florian (2012), "Free Transfer, Limited Mobility: A Decade of Higher Education Reform in Egypt and Morocco", in Revue des mondes musulmans et de la Méditerranée, No. 131 (June), p. 91-109, https://remmm.revues.org/7624.
18-	Mark Tessler and Jennifer Miller-Gonzales. Maghrebi Youth in the wake of the Arab Spring: General Observations and Evidence from Tunisia and Algeria. North African Politics: Change and Continuity. Yahia Zoubir and Gregory White (eds). 2016. 18-43.
19-	Lina Khatib. Social Media and Mobilization in the Arab Spring and Beyond. North African Politics: Change and Continuity. Yahia Zoubir and Gregory White (eds). 2016. 114-127.
20-	Salih, Ruba, Lynn Welchman and Elena Zambelli (2017), "Gender, Intersectionality and Youth Civic and Political Engagement. An Analysis of the Meso-Level Factors of Youth Exclusion/ Inclusion in the South and East Mediterranean (SEM) Region", in Power2Youth Working Papers, No. 24 (February), http://www.iai.it/en/node/7276.

Assessment Overview

Description	Weight	Due Date
Engagement	10%	Continuous + weekly reading assignments
Presentations	10%	Each student offers one presentation or two depending on the size of the class.
Midterm Exam	25%	Week 7:
End of Term Paper	25%	Proposal: Outline: Final Version:
Final Exam	30%	Week 15:

Attendance and Engagement

Students are expected to attend all regularly scheduled classes and come prepared to participate fully in class activities. Students are further expected to be on time for all classes. Arriving late for class is disrespectful of both the instructor and fellow students.

Overview of Attendance Policy
In courses that meet once a week, students are permitted one unexcused absence; in courses that meet twice a week, students are permitted two unexcused absences; in courses that meet three or more times a week, students are permitted three unexcused absences. If a student has more than

the permitted number of unexcused absences his/her grade for the course will be lowered by one "mark" for each additional unexcused absence.

In other words,
- in a course that meets once a week only one unexcused absence is allowed. After two unexcused absences an A becomes an A-; after three an A becomes a B+; after four an A becomes a B, etc.
- in a course that meets twice a week, only two unexcused absences are allowed. After three unexcused absences an A becomes an A-; after four an A becomes a B+; after five an A becomes a B, etc.
- in courses that meet three or more times a week, only three unexcused absences are allowed. After four unexcused absences an A becomes an A-; after five an A becomes a B+; after six an A becomes a B, etc.

An unexcused absence is one not caused by illness or otherwise not approved by AMIDEAST staff. An excused absence means written approval from the Program Manager (and sometimes a doctor) justifying the absence. Arriving late to class may also count towards an absence.

The engagement grade will depend on both the quality and the quantity of student's comments and questions and shall account for a portion of the total course grade.

Summary of Attendance Policy
1. Three occurrences of tardiness are equivalent to one unexcused absence; each subsequent instance of tardiness is considered an additional unexcused absence.
2. Students are expected to do the required reading before class, volunteer for presentations and participate actively in class discussions.
3. Excused absences are determined by the lead AMIDEAST staff member; in some instances a doctor's certification may be required.
4. Deadlines must be respected, even in cases of excused absences.
5. Students are responsible for getting homework assignments they miss and submitting it in a timely manner. Assignments turned in after the due date will result in a penalty to be determined by the instructor.
6. Any assignments not submitted will result in that assignment being given a grade of 0 (zero).
7. The Attendance Policy is applied until the last day of the program.

Presentations
Students are expected to give at least one presentation during the class. Students select one of the required readings, read it, summarize the main ideas, and present it to the class. The time allocated for each presentation is 20 minutes.

Midterm Exam
The midterm will be an in-class exam on…. Students choose one question (out of 3 or 4) and write an essay of about 1,000 words. Duration: 1:20.

Research Paper
Students will write a research paper on a topic related to the course. Ethnographic research is strongly recommended in order to benefit from your stay in this country. It should be between 2,500 and 3,500 words long. Students will need to submit a proposal for the topic of this research paper on…., an outline on…. and a final draft on…..

Final Exam

The final exam will be an in-class, open book exam on**….** It will mainly cover material studied after the midterm exam. Students choose one question (out of 3 or 4) and write an essay of about 1,000 words. Duration: 1:20.

Course Description (Weekly Readings)

Week	Date	Class Work	Exams, Trips and Holidays
		Orientation Week	
Week1		Course Presentation: Defining and Presenting Approaches and Concepts	**Introducing the course**
Week 2		1- Assaad, Ragui and Farzaneh Roudi-Fahimi (2007), Youth in the Middle East and North Africa: Demographic Opportunity or Challenge?, Washington, Population Reference Bureau, http://www.prb.org/pdf07/YouthinMENA.pdf. 2- Mary Bucholtz, "Youth and Cultural Practice," Annual Review of Anthropology 31: 525-552, 2002.	**Students are supposed to read the weekly assigned readings before coming to class.**
Week 3		3- Bayat, Asef (2010), "Reclaiming Youthfulness", in Asef Bayat, Life as Politics: How Ordinary People Change the Middle East, chapter, 6, 2010:115-136. 4- Boudarbat, Brahim and Aziz Ajbilou (2007), "Youth Exclusion in Morocco: Context, Consequences, and Policies", in Middle East Youth Initiative Working Papers, No. 5 (September), http://www.meyi.org/publication-youth-exclusion-in-morocco-context-consequences-and- policies.html	**Distributing students' presentations**
Week 4		5- Khouri, Rami G. (2011), "Arab Youth and Media Expression", in Rami G. Khouri and Vivian M. Lopez, eds., A Generation on the Move. Insights into the Conditions, Aspirations and Activism of Arab Youth, Beirut, Issam Fares Institute, p. 20-24, http://www.unicef.org/media/media_60552.html. 6- El Hachimi Mohamed, "From Activism to Artivism: New Forms of Youth Activism in the Aftermath of the 20 February Movement".http://www.iemed.org/observatori/arees-danalisi/arxius-adjunts/copy_of_focus/127-ElHachimi-b.pdf.	

Week 5		7- McLean Hilker, Lyndsay and Erika Fraser (2009), Youth Exclusion, Violence, Conflict and Fragile States, Report prepared for DFID, London, Social Development Direct, http://www.gsdrc.org/go/display&type=document&id=34 8- Murphy, Emma C. (2012), "Problematizing Arab Youth: Generational Narratives of Systemic Failure", in Mediterranean Politics, Vol. 17, No. 1 (March), p. 5-22	
Week 6		9- Paciello, Maria Cristina (2012), "Youth Exclusion in North African Countries: Continuity or Change?", in Maria Cristina Paciello (ed.), "Reversing the Vicious Circle in North Africa's Political Economy Confronting Rural, Urban, and Youth-Related Challenges", in Mediterranean Paper Series, May, http://shar.es/1X6ieV. 10- Sika, Nadine and Holger Albrecht (2015), "Organisational Factors of Youth Exclusion/Inclusion and Youth Collective Agency. Concept Paper for Meso-Level Analysis (WP3)", in Power2Youth Working Papers, No. 3.	
Week 7		**Midterm Exams**	**Midterm Exam**
Week 8		**Break, No Class**	**Break**
Week 9		11- Sonja, Hegasy, "Young Authority: Quantitative and Qualitative Insights into Youth, Youth Culture, and State Power in Contemporary Morocco. http://dx.doi.org/10.1080/13629380601099443. 12- Bogaert, Koenraad and Montserrat Emperador (2011), "Imagining the State through Social Protest: State Reformation and the Mobilizations of Unemployed Graduates in Morocco", in Mediterranean Politics, Vol. 16, No. 2 (July), p. 241-259.	

Week 10		13- Bekkaoui, Khalid and Ricardo René Larémont (2011), "Moroccan Youth Go Sufi", in The Journal of the Middle East and Africa, Vol. 2, No. 1, p. 31-46. 14- Catusse, Myriam and Blandine Destremau (2016), "Governing Youth, Managing Society: A Comparative Overview of Six Country Case Studies (Egypt, Lebanon, Morocco, Occupied Palestinian Territories, Tunisia and Turkey)", in Power2Youth Working Papers, No. 14 (June), http://www.iai.it/en/node/6488.	**Proposal for Research Paper Due**
Week 11		15- De Bel-Air, Françoise (2016b), "Youth and Family Policies in Arab Countries and Turkey: The Political Stakes of Demography", in Power2Youth Working Papers, No. 13 (June), http://www.iai.it/en/node/6472. 16- Desrues, Thierry (2012), "Moroccan Youth and the Forming of a New Generation: Social Change, Collective Action and Political Activism", in Mediterranean Politics, Vol. 17, No. 1 (March), p. 23-40.	**Outline of Research Paper Due**
Week 12		17- Kohstall, Florian (2012), "Free Transfer, Limited Mobility: A Decade of Higher Education Reform in Egypt and Morocco", in Revue des mondes musulmans et de la Méditerranée, No. 131 (June), p. 91-109, https://remmm.revues.org/7624.	
Week 13		18- Mark Tessler and Jennifer Miller-Gonzales. Maghrebi Youth in the wake of the Arab Spring: General Observations and Evidence from Tunisia and Algeria. North African Politics: Change and Continuity. Yahia Zoubir and Gregory White (eds). 2016. 18-43.	**Excursion**
Week 14		21- Lina Khatib. Social Media and Mobilization in the Arab Spring and Beyond. North African Politics: Change and Continuity. Yahia Zoubir and Gregory White (eds). 2016. 114-127. 22- Salih, Ruba, Lynn Welchman and Elena Zambelli (2017), "Gender, Intersectionality and Youth Civic and Political Engagement. An Analysis of the Meso-Level Factors of Youth Exclusion/ Inclusion in the South and East Mediterranean (SEM) Region", in Power2Youth Working Papers, No. 24 (February), http://www.iai.it/en/node/7276.	**Final Research Paper**

Week 15		Final Exam	Final Exam
Week 16		Reflection Week (location and time TBD)	