CONTENT FROM INSTRUCTOR – see appendix A from FASS Teaching Regulations for details.

Course Description:

The course examines the economic, social and political challenges facing Egypt and Maghreb countries of North Africa today, placing them in historical and global perspective. This region, made up of Algeria, Egypt, Libya, Morocco, Mauritania, Tunisia, Western Sahara.

The course aims to give a thorough introduction to modern North African societies and politics. It will give students an understanding of the complex historical background to contemporary crises and conflicts in North Africa. Situated between Europe, Sub-Saharan Africa and the Middle East, the North African nations constitute a diverse region united by Amazigh (Berber) heritage, Islam and Arabic language, and European colonialism.

The course is structured in six parts, the key themes explored during the terms:

Section one: will constitute of a brief review of the regions recent political history, concentrating on colonialism, the impact of colonialism and the types of states created in the wake of North African independence movements.
Section two: will look at the political regimes that were established in the North African states after independence, examining how they were constituted and which groups and individuals assumed power in the first few decades after independence.

Section three: We will investigate the role played by three key actors in the region: the military, political parties and Islamist movements that have strongly influenced the way politics have developed within North Africa region.

Section four: Since the North African independence did not lead to effective governance, nor to economic development. We will take a close look at the origins and consequences of the North African democratization attempts in early 1990 and thereafter and the impact of Structural Adjustment Programs.

Section five: We will provide an overview of the political developments of the North African nations and an in-depth look at the causes and consequences of the ‘Arab Spring’. This was unprecedented popular demonstrations in Tunisia, Egypt, and Libya which led to the overthrow of autocratic rulers in North Africa. We will look into how the protesters were of different ages, genders and trends. Social media and communication technologies proved to be a new and powerful political tool for the young protesters. These mass protests demanding democracy, transparency and social justice did not lead to a domino effect in rest of Africa and the Middle East. Instead the popular uprising created three different types of responses-revolution and regime change (Egypt and Tunisia are class based societies); regime rejection and civil war (Libya is a clan based society) and regime accommodation (Algeria, Morocco). With an understanding of the political background and the political forces in operation we will examine the causes of the conflicts in North Africa and the prospects of democratic governance.

Section six: We will look into contemporary issues in North Africa countries and their challenges including issues of migration, civil war, political Islam, the Western Sahara and trade relations with Europe.

Abroad range of topics will be considered and class discussion will be predicated on the student having read the assigned material for the week, Films and videos will be used whenever appropriate to provide you images of Africa: the environment, people and cultures.

The structure of the course rests on the following format: lectures, which provide overviews of broad themes and periods: the readings which provide detail and texture to the themes and periods covered in the lecture, and the class discussions which give you the opportunity to ask questions about aspects of the readings and lectures that are either confuse or inspire your interest.
Required Texts:
Arthur Goldschmidt Jr., *Modern Egypt; The Formation of a Nation*
Johon Ruedy, *Modern Algeria: The Origins and Development of a Nation*
Firoze Manji and Sokari Ekin (ed.), *African Awakening: The Emerging Revolutions*

Recommended Books:
Ali Abdullatif Ahmida, *Beyond Colonialism and Nationalism in the*  
Afaq Lutfi Al–Sayyid Marsot, *Egypt: From the Arab Conquest to the Present* (on reserve)  
*Maghrib: History, Culture, and Politics* (on reserve)  
Toyin Falola, *Africa Volume 3: Colonial Africa, 1885-1939* (on reserve)  
David Birmingham, *The decolonization of Africa* (on reserve)  
Michael, J. Willis, *Politics and Power in the Maghreb: Algeria, Tunisia and Morocco from*  
*Independence to the Arab Spring* (on reserve)

Grading Method:
Your grade in class will be computed in the following manner:
Midterm 35% of the final exam  
Research topic 15% of the final exam  
Final Exam 50% of the final exam

Course Requirement:
1. Short Assignment  
2. Examinations
   a. There will be a midterm exam (in class). The questions will come from the readings, assignments and lectures.  
   b. A three-hour final exam based on the work of the entire term. The final exam will be scheduled in the formal examination period.  
3. One research paper (8-10 pages)
   a. Selected research topics must relate to the themes of the course and must have the Instructor's approval. Using a minimum of 4 scholarly books and 3 articles, write a 8-10 page typed (double-spaced) paper investigating the historical origins of the Arab Spring in North Africa. It should include a title page, page numbers. The text should include proper footnotes and relevant citations and a full bibliography of the sources included. Two copies of research papers should be handed if you wish one returned. Late papers will be penalized at 3% per day. Papers should be delivered to me in hard copy.

Course Outline
Week 1 & 2
Sept. 7-14 North Africa in World History
North Africa at the Time of the European Invasion  
-Introduction to Modern Egypt
Egypt experienced four radically different forms of political, social, economic transformations as it shifted from colonialism to liberalism, Arab socialism and Authoritarian capitalism. In this session we will critically examine the beginning of the state system, 1805-1922

**Readings:**

Goldschmidt, Introduction and Chs.1-5

Morsot, The Beginning of the state system and the liberal experiment, pp.65-126.


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**WEEK 3 & 4**

**Sept.21-28**

**Europe and The Maghreb**

In this session we will have a brief review of the recent political history, concentrating on colonialism, resistance and the types of states created on the wake of the Maghreb independence movements.

**Colonialism anticolonial nationalism French North Africa**

-The French in North Africa and Algerian resistance

**Readings:**


Ruedy, Introduction and Chs.3-6

James McCDougall, 'Savage Wars" codes of violence in Algeria 1830s-

**Morocco Libya and Tunisia at the time of European invasion**

North Africa between the wars; the high tide of colonial rule
Nationalism and self-government in North Africa
-The Impact of the Second World on North Africa

**WEEK 5&6**
**Nationalism and self-government in northern Africa**
**The impact of the Second World War**

**Oct.5-12**
**Readings:**
Goldschmit, Chs.8-10
Birmingham, pp.1-23.
Ruedy, Chs. 6-7.

**WEEK 7**
**Oct.19**
**Post-Independence State-Building**

- State, Democracy and Development

**Readings:**
From Sadat To Mubarak 1970 to the present day
Willis, pp.9-79
Ruedy, Chs.8-9

**Fall Break**
**Oct.23-27**

**WEEK 8&9**
**The Collapse of multi-pary democracy, the rise of authoritarian regimes, military coups and the development of underdevelopment**

**Nov.2-9**
**Military and Political Parties**

**Readings:**
Willis, pp.81-153.


Readings: Willis, pp.155-201.


Midterm examination (Nov.2)

Research topic will be assigned (Nov.2)

**WEEK 10&11** CONTEMPORARY NORTH AFRICA

Democratic Progress in the 1990's

Nov.16-23 Readings: Shillington, pp.458-464. (On reserve)


North Africa Arab Spring

Readings: Manji and Sokari, African Awakening, Ch.1.


Al-Amin, Esam, "Tunisia: The fall of the West' little dictator" in African Awakening, Ch.4.


Campbell, Horace, "Tunisia and Egypt: revolutions without self-proclaimed revolutions" in African Awakening, Ch.8.

Gibson, Nigel, "Egypt and the revolution in our minds" in African Awakening, Ch.11
Naib, Fatma, "Egypt: women of the revolution" in Africa Awakening, Ch.12
Mamdani, Mahamood, "An African reflection on Tahrir Square" in Ch.25.
Hanif, Adam, "International institutions and Egypt" in African Awakening, Ch.30

WEEK 12&13

Nov.30-Dec. 7

Mamdani, Mahamood, "Libya: behind the politics of Humanitarian intervention" in African Awakening, Ch.19.
Pougala, Jean-Paul, 'The lies behind the West's war on Libya' in African Awakening, Ch.21. 
Tandom, Yash, 'Whose dictator is Qaddafi?' in African Awakening, Ch.24.
Tandom, Yash, "International neurosis and the dangers of "humanitarian intervention" in African Awakening. Ch28
Ghettas, Lakkdar. "Unrest in Algeria: the widow is closing fast" in African Awakening.Ch.23.
Isidoros, Isidoros, "Awakening protests in Morocco and Western Sahara", in African Awakening.Ch.16.

Review

Three-hour final exam-December 10-22 (tba)

Your Instructor

Mohamed Nuuh Ali, Ph.D. University of California, Los Angeles .Formerly Dean of College of Education, Lafole and Professor of African History, Somali National University.

Evaluation:

Include examinations (in-class tests, take-home and formally scheduled examinations), term work (essays, term papers and other written work), and any other forms of evaluation. Information on examinations should include Format (essay, multiple-choice, short-answer, other; cumulative vs. non-cumulative; etc.); how students can review their papers; % contribution towards the grade. Information on term work should include how topics will be assigned, deadlines and how they will be handled, how papers will be returned to students, percentage contribution towards the grade. If you have a late paper policy, please state it in the outline. Other forms of evaluation -- attendance, participation, consistent progress: how evaluated, percentage contribution towards the grade. These subjective components need to be very clearly specified in order to avoid needless challenges and appeals. If you do require submission of all assignments and examinations to pass a course, ensure that this is stated in the outline.
REGULATIONS COMMON TO ALL AFRICAN STUDIES COURSES

COPIES OF WRITTEN WORK SUBMITTED
Always retain for yourself a copy of all essays, term papers, written assignments or take-home tests submitted in your courses.

PLAGIARISM
The University Senate defines plagiarism as “presenting, whether intentionally or not, the ideas, expression of ideas or work of others as one’s own.” This can include:

- reproducing or paraphrasing portions of someone else’s published or unpublished material, regardless of the source, and presenting these as one’s own without proper citation or reference to the original source;
- submitting a take home examination, essay, laboratory report or other assignment written, in whole or in part, by someone else;
- using ideas or direct, verbatim quotations, or paraphrased material, concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another’s data or research findings;
- failing to acknowledge sources through the use of proper citations when using another’s works and/or failing to use quotation marks;
- handing in "substantially the same piece of work for academic credit more than once without prior written permission of the course instructor in which the submission occurs."

Plagiarism is a serious offence which cannot be resolved directly with the course’s instructor. The Associate Dean of the Faculty conducts a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work has been plagiarized. Penalties are not trivial. They can include a final grade of "F" for the course.

COURSE SHARING WEBSITES and COPYRIGHT
Classroom teaching and learning activities, including lectures, discussions, presentations, etc., by both instructors and students, are copy protected and remain the intellectual property of their respective author(s). All course materials, including PowerPoint presentations, outlines, and other materials, are also protected by copyright and remain the intellectual property of their respective author(s).

Students registered in the course may take notes and make copies of course materials for their own educational use only. Students are not permitted to reproduce or distribute lecture notes and course materials publicly for commercial or non-commercial purposes without express written consent from the copyright holder(s).

STATEMENT ON CLASS CONDUCT
The Carleton University Human Rights Policies and Procedures affirm that all members of the University community share a responsibility to:

- promote equity and fairness,
- respect and value diversity,
• prevent discrimination and harassment, and
• preserve the freedom of its members to carry out responsibly their scholarly work without threat of interference.

Carleton University Equity Services states that “every member of the University community has a right to study, work and live in a safe environment free of discrimination or harassment”. [In May of 2001 Carleton University’s Senate and Board of Governors approved the Carleton University Human Rights Policies and Procedures. The establishment of these policies and procedures was the culmination of the efforts of the Presidential Advisory Committee on Human Rights and a Human Rights Implementation Committee.]

GRADING SYSTEM
Letter grades assigned in this course will have the following percentage equivalents:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage Range</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>90-100 (12)</td>
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<tr>
<td>A</td>
<td>85-89 (11)</td>
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</tr>
<tr>
<td>A-</td>
<td>80-84 (10)</td>
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<tr>
<td>B+</td>
<td>77-79 (9)</td>
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<tr>
<td>B</td>
<td>73-76 (8)</td>
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<tr>
<td>B-</td>
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<tr>
<td>C+</td>
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<td>C</td>
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<td>C-</td>
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<td>D+</td>
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<td>D</td>
<td>53-56 (2)</td>
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<tr>
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<tr>
<td>F</td>
<td>0-59</td>
<td></td>
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<tr>
<td>WDN</td>
<td>0-100</td>
<td>Withdrawn from the course</td>
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<tr>
<td>ABS</td>
<td></td>
<td>Absent from the final examination</td>
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<tr>
<td>DEF</td>
<td></td>
<td>Official deferral (see “Petitions to Defer”)</td>
</tr>
<tr>
<td>FND</td>
<td></td>
<td>Failure with no deferred exam allowed -- assigned only when the student has failed the course on the basis of inadequate term work as specified in the course outline.</td>
</tr>
</tbody>
</table>

Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades submitted by the instructor may be subject to revision. No grades are final until they have been approved by the Dean.

WITHDRAWAL WITHOUT ACADEMIC PENALTY
The last date to withdraw from Fall term courses is December 8, 2017. Last day to withdraw from full-year courses is April 11, 2018.

REQUESTS FOR ACADEMIC ACCOMMODATIONS
You may need special arrangements to meet your academic obligations during the term. For an accommodation request the processes are as follows:

Pregnancy obligation: write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details see the Student Guide: https://carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf
Religious obligation: write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details see the Student Guide: https://carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf

Academic Accommodations for Students with Disabilities: The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or pmc@carleton.ca for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send me your Letter of Accommodation at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. Please consult the PMC website for the deadline to request accommodations for the formally-scheduled exam (if applicable).

PETITIONS TO DEFER
Students unable to complete a final term paper or write a final examination because of illness or other circumstances beyond their control or whose performance on an examination has been impaired by such circumstances may apply within five working days to the Registrar's Office for permission to extend a term paper deadline or to write a deferred examination. The request must be fully and specifically supported by a medical certificate or other relevant documentation. Only deferral petitions submitted to the Registrar's Office will be considered.

ADDRESSES (613-520-2600, phone ext.)
- Institute of African Studies (x2220) 439 Paterson Hall (PA)
- Registrar's Office (x3500) 300 Tory
- Student Academic Success Centre (x7850) 302 Tory
- Paul Menton Centre (x6608) 500 Unicentre
- Learning Support Services – Study Skills, Writing Tutorial Service (x1125) 4th flr. Library

Application for Graduation Deadlines
- Spring Graduation (June): March 1
- Fall Graduation (November): September 1
- Winter Graduation (February): December 1