GTD 509 Technology and Development in North Africa

Arizona State University
School for the Future of Innovation in Society
Global Technology and Development M.S. Program

Fall Semester Session B – October 14 – December 4, 2015

ONLINE and iCOURSE

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Description:

This graduate areas studies course explores the complex facets of socioeconomic and political development in the region of North Africa. This online course is designed for GTD graduate students and other students with a sincere interest in the area. The variable of technology simply highlights various aspects of development and globalization as we approach development studies in the Global Technology and Development program; however, in North Africa in the past few years, information and communications technologies have been touted as drivers of major political upheavals. We will examine this assertion as we study the economic and political history of the North African countries, leading up to recent events. Our main text by Zoubir & Amirah-Fernandez will help us do this since it details conditions in the region just a few years before the Arab Spring. Supplemental, free readings will then bring us up to date on current events. In order to understand trends and issues in the region, we look into the
historical development of the nation-states, as well as the global context in which they function today. We will follow a curriculum design that allows us to explore regional patterns historically and currently, and at the same time learn more about current politics within selected countries in the region. We will also emphasize the international relations within the region and between North Africa and the rest of the world, particularly within the current context of globalization. While there are some regional trends and patterns apparent, there is also great diversity among the countries in terms of historical experiences, and current levels of development and political change.

Goals and Outcomes:

One of the main goals of the course is for you to develop, or develop further, the ability to read current research and news about the region with an understanding of the wider regional and historical context. The application of some conceptual or theoretical approaches to development policy and practice will also be emphasized. Specifically, the course is designed for you to gain the ability to:

- Understand the significant historical trends and events that have shaped the region politically, including the role of Islam in political development and change.
- Identify historical and political development patterns that are common to the region, as well as regional differences that help explain its complexity and diversity.
- Compare and evaluate the current political issues facing the nation-states of the region, including the relations between them.
- Consider the impact globalization on the region, including information and communications technologies, energy systems and transportation, using analytical tools to do so.

Course Requirements:

Main Texts (only the first one needs to be purchased):


• Other reading materials are assigned and available on the course site as well

Overview of assignments:

The course assessments are based on class reading and discussion board forums, one research paper (5-10 pages), one group activity, and short weekly quizzes. The discussion board will be an interactive activity in which you will respond to particular questions. Regarding all online discussions, proper online etiquette should be maintained at all times: i.e., no ‘shouting’ with capital letters, no name calling (to each other, or political figures!), and show respect and restraint when stating opinions and responding to others, especially when you disagree (and it is fine to disagree, as long as you do so respectfully!). Disruptive or inappropriate behavior in the course may result in immediate removal from the Blackboard cite and the receipt of an email from me. Some of the material we will cover contains intense controversy, and our job is to be as objective as possible, and consider all possible angles, from a variety of sources.

Also, please observe traditional grammatical rules in your postings – i.e., capital letters where necessary and full spelled out words and phrases. In general, discussion board posts should be 500 to 700 words.

The criteria for grading your discussion board participation include the following:

• Posting insightful comments that reflect an understanding of the course material and prompt on-topic discussion.
• Writing comments that reflect complete thoughts and ideas that are clearly articulated.
• Clarifying, synthesizing, or asking insightful questions to another student’s comments.
• If disagreeing with other students’ ideas, the participant states his/her disagreement or objections clearly, yet respectfully.

The paper is to be double-spaced with 12 point font and 1 inch margins, and following the style manual that you normally use in your discipline (in GTD it is APA style).

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Geography Quizzes 75
Individual Research Paper 100
Research Outline 25
Group Activity 100

Total 450

To determine your final percentage, divide your final point total by the total points available in the class (450). For example, a final point total of 350 would equal a percentage total of 87% which will be a final grade of B. Any final percentage total less than 65% will result in a final grade of E. Grades are calculated and assigned using the following plus/minus percentages. Final grades will not be rounded up or down!

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Course Schedule

Week 1 (October 14-21): Introduction to North Africa

- Introduction to ‘technology and development’ perspective
- Recent history of North Africa: from Ottoman Empire to European Colonization to Independence
- Trends in economic and human development in the region

Readings: Zoubir, Chapter 1 and Chapter 7
Romagnoli & Mengoni, Chapter 1 and Chapter 6

Film: historic clips of French colonies in North Africa in Khan film

Week 2 (October 21-28): Kingdom of Morocco

- French protectorate to independence
• Western Sahara
• Globalization, Arab Spring and Morocco
• Energy and development

Readings: Zoubir, Chapter 5
Zoubir, Western Sahara
Frosini & Biagi, Chapter 3

Film: Desertec videos

Week 3 (October 28-November 4): Democratic Republic of Algeria

• Algerian Revolution
• Independence and single party rule
• Oil economy

Readings: Zoubir, Chapter 2
Frosini & Biagi, Chapter 5

Films: clip of French colonialism; Pontecorvo’s Battle of Algiers

Due by end of week: Research Outline with at least 5 potential sources

Week 4 (November 4-11): Republic of Tunisia

• History since independence
• Starting point of Arab Spring – role of social media
• Political and economic change in Tunisia

Readings: Zoubir, Chapter 6
Frosini & Biagi, Chapter 1
Khalil, Chapter 2

Film: Arab Spring: How Facebook Changed the World

Week 5 (November 11-18): State of Libya

• Italians, kings and Gadhafi
• Oil and isolation
• Revolution and political change

Readings: Zoubir, Chapter 3
Frosini & Biagi, Chapter 4
Film: *How Facebook Changed the World* and *Libya: Benghazi Rising*

**Week 6 (November 18-25): Arab Republic of Egypt**

- Nasser to Mubarak, revolution and status quo
- The Nile and control of water
- Current events

Readings: Rutherford, B. *Egypt After Mubarak*
Lim, M. *Clicks, Cabs, and Coffee Houses*
Frosini & Biagi, Chapter 2

Films: *Egypt: Behind the Revolution*

**Week 7 (November 25-December 4): Maghreb International Relations**

- Regional internal relations and integration
- Maghreb relations with Europe, Middle East
- Relations with U.S., War on Terror

Readings: Zoubir, Chapter 9 and Chapter 14
Romagni, Chapter 9

Final paper due: December 4 by midnight

Final group activity due: December 4 (last day of classes)

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**Arizona State University Academic Policies:**

**Plagiarism:**

Academic integrity and honesty is expected of all students at Arizona State University, and is so stated in the ASU Student Code of Conduct (available at [http://www.asu.edu/studentaffairs/studentlife/judicial/](http://www.asu.edu/studentaffairs/studentlife/judicial/)). Plagiarism or cheating can result in the grade of "XE". The XE grade denotes failure through academic dishonesty. For more information on plagiarism and the ramifications of academic dishonesty see: [http://www.asu.edu/studentaffairs/studentlife/judicial/academic_integrity.htm](http://www.asu.edu/studentaffairs/studentlife/judicial/academic_integrity.htm). Students are responsible for understanding these policies and following proper academic research and citation protocol.
Accommodations for Disabilities:

Accommodations for disabilities are made according to the policy of Arizona State University, which is in compliance with the Americans with Disabilities Act. For more information on ASU’s Disability Resource Center see http://www.asu.edu/studentaffairs/ed/drc/.

Incomplete Policies

According to University grading polices (https://students.asu.edu/grades), a grade of “I” (incomplete) may be given by an instructor when a student is otherwise doing acceptable work but is unable to complete the course because of illness or other conditions beyond their control. In this course acceptable work assumes that at least 75% of the written coursework has been completed. Incompletes must be completed with a calendar year; after that the “I” changes to an “E”. The student must complete Request for Incomplete Form, and deadlines must be set for the completion of the work.