

# MAN 4956 Morocco: Islam, Social Innovation, and Economic Development

## Course Meetings

<u>Date</u>	<u>Time</u>	<u>Location</u>
Wednesday November 7, 2018	9-10:30pm	TBA
Wednesday January 9, 2019	9-10:30pm	TBA
Saturday February 16, 2019	8:30-5pm	TBA
Sunday February 17, 2019	8:30-5pm	TBA
Wednesday March 6, 2018	9-10:30pm	TBA
Saturday April 6, 2018	8:30-Noon	TBA

**Course Number:** MAN 4956

**Course Title:** Study Abroad, Morocco: Islam, Social Innovation and Economic Development

**Catalog Description:** Through the theme of immigration, social innovation and economic development, students will juxtapose these issues against what they know and believe about Jacksonville. Each student will be involved in 8 hours of community service in the Jacksonville community during the spring of 2019 through volunteering with Non-Profit Organizations in Jacksonville who are involved in Creating Social Innovations. Students will also be exposed to leaders of the Jacksonville Islamic community in order to help prepare them both for the importance of religion in Morocco and to help them understand the challenges of Islamic immigrants arriving Jacksonville. Students will explore the role of social entrepreneurship in Morocco and interact with Rotarians on a water and sanitation project supported by Rotary clubs in Jacksonville, Switzerland and Morocco. As the study abroad to Morocco blends into the in-class experience in Morocco.

**Objective:** To obtain a conceptual understanding of the role of history, culture and language on issues of immigration, innovation and social entrepreneurship.

**Instructor:** Dr. Jeffrey E. Michelman, Professor of Accounting

**Office:** 42/3137

**Office Hours:** Hours by appointment.

**Phone:** 620-1541

**E-Mail:** [jmichelm@unf.edu](mailto:jmichelm@unf.edu)

**Co-Instructor:** Dr. David Waddell, Associate Professor of Biology and Director of UNF's First Year Experience

- Required Texts:**
1. Power, Carla (2015) *If the Oceans Were Ink: An Unlikely Friendship and a Journey to the Heart of the Quran* (Holt McDougal). ASIN: B00XTDDJ8K
  2. Stoltz, Paul and Weihenmayer, Erik, *The Adversity Advantage* (Fireside, Simon & Schuster, 2010).
  3. Easterly, William, *The White Man's Burden: Why the West's Efforts to Aid the Rest Have Done So Much Ill and So Little Good* (Penguin Books, 2007).
  4. MacAskill, William, *Doing Good Better*, Gotham Books, 2015.
  5. Travel Guide to Morocco (several titles, choose your favorite)

**Each Student is expected to read this document in its entirety.**

### **Course Learning Outcomes**

1. To analyze the interplay between religion and Jacksonville's refugee community.
2. To analyze the relationship between Africa (Morocco) and the United States with respect to immigration.
3. To critically analyze each student's own Adversity Advantage.
4. To critically analyze the relationship among history, culture and innovation.
5. To examine the effect of voluntarism on issues of social justice in different cultures.
6. To analyze the role of Social Entrepreneurship in Society.

**Overarching Course Questions.** Study abroad by its nature involves critical thinking. In particular, students must begin to ask the following questions: What am I capable of? How can I learn to expect more of myself? What do I really want to get out of life? How and why has Morocco developed differently from the United States? How can I make my personal goals consistent with trying to help others, professionally, in my community and globally?

Classes will include lectures, discussions, Q&A sessions, PowerPoint presentations, and critical thinking assignments, as well as in-class and outside of class activities. The syllabus, PowerPoint presentations and other material used in class by the instructor will be in Canvas in Course Documents. This course will use an active learning model and will require you to be involved in teaching others what you have learned.

### **E-mail Etiquette**

**When sending email students are reminded that email should be sent as if it was in a business environment and you are addressing your employer. As a result, the tone should be professional at all times. Students are reminded not to use all CAPS (SHOUTING) in any email/blackboard context. The sender should always sign emails.**

*As a Business course, we will expect a professional presentation of all written materials. All documents outside of class for this course **MUST** be word-processed. Computer malfunctions are not an acceptable excuse.*

<b>Course Content:</b>	<u>Course Topics</u>	<u>Classes (hours)</u>
	Health, Safety and Security	4*
	Reflection and Critical Thinking: Immigration	3**
	History and Culture	4*
	Social Entrepreneurship and Innovation	6*
	Team Presentations	4*
	Volunteer Community Service Activities	8*
	Study Abroad Activities in Country	45+
	Total	<u>74</u>

### Purpose of the Course

In today's society, we often make judgements about people and places without first collecting evidence and trying to understand the phenomenon. This rush to judgement has never been more evident than the issues involving Islam globally, in the US and most importantly in Jacksonville. Further, as we consider issues of social justice in society and consider how societies change, it is important that students understand that they can become agents of social change, and in particular this is part of what their collegiate experience at UNF should encompass. Based on our experience in the MENA (Middle East and North Africa) Region, Dr. Waddell and I believe that it is critical that students across the campus are exposed to issues that are both complicated and make them feel uncomfortable when they begin college rather than when they are approaching graduation. For this reason, we have taken models from the Hicks Honors College and the Coggin College of Business that have proven successful in providing students frameworks for understanding the world and would like to offer this course to the general first year population. Our experience shows us that many of our students have never been outside Florida, never mind outside the US.

Religion, and Islam in particular, has become a lightning rod for divisive discussions in contemporary American society, yet many speak of this religion based on what they find on the Internet. In contrast, we will use speakers who have lived in the MENA region and are devout Muslims, to explain their faith in pre-trip meetings. Further, we will hold one class with the Imam at the Islamic Center in Jacksonville. We have used both of these techniques to cement in the learning obtained from Carla Power's critically acclaimed book, If the Oceans Were Ink: An Unlikely Friendship and a Journey to the Heart of the Quran. We have used this process in two previous study abroads to the region with great success.

Through the themes of Islam, innovation and social entrepreneurship students will be forced to juxtapose these issues against what they know and believe about Jacksonville. Each student will be involved in 8 hours of community service in the Jacksonville community during the spring of 2019 through volunteering with Non-Profit Organizations in Jacksonville—such as Hope's Closet, Habitat, BEAM and 7North—who are involved in Creating Social Innovations. Students will also be exposed to leaders of the Jacksonville Islamic community in order to help prepare them both for the importance of religion in Morocco and to help them understand the challenges of Islamic immigrants arriving in the US as well as those born in the US. Once in Morocco, students will explore the role of social innovation through the eyes of Rotarians and Al Akhawayn University students as the study abroad to Morocco blends Jacksonville and Morocco together.

### Course Requirements

**Travel Documents:** Students must have a passport that is valid through the entire course. **Non-US students are responsible** for ensuring that they have the appropriate entry visas for Morocco. Course instructors will help students to find information regarding the paperwork needed to obtain these visas.

---

\* These sessions will involve pre-trip and post trip classes on campus. + These sessions will involve the in-country portion of the course in Morocco.

**Cost:** Students must pay the cost of the course in addition to the normal UNF tuition (3 credits). The cost of the course includes airfare, in-country transportation, lodging, breakfasts (when included with the hotel stay), and a commemorative shirt.

**Lodging:** Students will normally stay in triple-occupancy (sometimes double-occupancy) rooms, either in hotels or dormitories. Students must be willing to be flexible in this regard. In addition, lodging might not be up to 3-star American hotel standards in some cases. However, we will stay in clean, safe locations.

### **Activities, Learning Objectives and Grading**

Students will earn grades according to the following scheme:

1. **Individual Critical Thinking Assignments** (100 Points: 4 essays, 25 points each). Students will complete 4 individual critical thinking assignments that link the readings to preparation for the trip and what they anticipate.
2. **Post-course Individual Critical Writing Assignment** (100 points). Students are expected to critically examine what they learned in Morocco and how these experiences aligned with what they anticipated.
3. **Group Presentation Critical Thinking Assignments** (300 points: 2; 150 points each). Pre-course discussion/presentations will focus on business, NGOs (non-government organizations), culture, history, and economy. Student teams will research these topics and present to the class. Each team must make a presentation and present their findings on the topic selected. Students should use systematic processes, including the collection and analysis of evidence, to form and support conclusions. They should read and analyze diverse sources and present different points of view in their 15-minute presentations. Each group must select one aspect of the trip that is approved by the instructor that intrigues their members and must conduct additional research on that topic upon returning to UNF. During the final class meeting after returning, students will present their conclusions and findings through a 20-minute presentation plus 10 minutes for question and answer.
4. **Trip Participation** (250 points). Students will be graded on your participation during the study course: Punctuality, respectfulness (of everyone, but especially of the native population and customs) is required. Students are expected to be inquisitive, attentive, and participatory during all aspects of the course. **Community Based Activities** in the course to Morocco and the working with NGOs and Social Enterprises to provide the main community activity of this course. Students should be able to demonstrate the effect of this experience in their journal, where they will reflect on the activities and the cultural diversity dimension of their work. Students will participate in fundraising activities in Jacksonville, in order to be able to provide funding to a specific community project in Morocco. Their experience and work in Morocco will serve as material for research to select their community project to fund. Each student will be required to raise at least \$300, and complete the 8 hours of required community service in activities approved by the course instructors and must be completed by March 15, 2019. The money will be pooled and with projects sponsored by Rotary International in Morocco, or other community projects. Community service volunteering must be approved in advance by one of the instructors and it must be in a location where the student does NOT have a relationship.

Failure to behave in the appropriate manner will result in a failing grade in the course. Students will participate actively in business, NGO/Social Enterprise and cultural visits. Students should demonstrate their research regarding history, culture, business culture, economics, politics and news to ask questions, exchange information and explain their points of view to our hosts and local students. Students will be evaluated on the quality of this interaction. The group will then meet after returning to Jacksonville to discuss the learning that occurred during the travel portion of the course. The discussions will be student-driven, based upon the ideas they have formed in their study course journals.

5. **Course Journal** (250 Points) Each student must keep a daily journal before, during and after the study course. You can use it as a place to track your course in terms of chronology, geography, etc. Use it to keep track of your cultural experiences and use it as an outlet to describe new experiences and your thoughts with regard to them. Students may also want to use it as a “scrapbook” to keep such mementos as museum, subways, etc., tickets and possibly other souvenirs. In addition, you should incorporate notes from various lectures and visits. The purpose of the journal is to record not only what you do and see, but also what you feel and think about it, and it is your introspection that will be the primary focus of the grading. When complete, the journal will provide your instructor(s) with an excellent overview of your experiences and thoughts during your program. **You should begin writing in your journal on the first day of class during the pre-trip meetings and continue through the last post-trip meeting.** The journal must be turned in according to the schedule below, directly to Dr. Michelman. The

journal is a key instrument to assess the learning impact of the course on the students, and how students relate the material they learned in class to their personal experience.

6.

Type of Activity	Description of Activity	Points	Course Learning Outcomes
Individual	Critical Thinking Writing Assignments <sup>✓1</sup>	100	CLO 1-6
Team Work	Pre-course group presentation of culture and business culture, history, Economics and International Relations, Politics and News (participation during classes will be graded) <sup>✓</sup>	150	CLO 2-6
Individual	Participation during study course: community work, reflective activities, visits, other planned activities and post trip debriefing.	250	CLO 1-6
Individual	Study course journal (January to April). <sup>✓</sup>	250	CLO 1-6
Individual	Post-course Critical Writing Assignment. <sup>✓</sup>	100	CLO 1-6
Team Work	Post-course presentation.	150	CLO 2-6
	<b>TOTAL</b>	<b>1000</b>	
<i>Final grades: Final grades will be assigned as follows: A &gt;920 points; A- &gt;890 points; B+ &gt;860 points; B &gt;820 points; B- &gt;790 points; C+ &gt;770 points; C &gt;700 points; F &lt;700 points</i>			

**Policy on Late Assignments:** Any assignment turned in late will carry a penalty of 25% per day (starting at the beginning of class and including weekends and holidays) not per class.

**Policy on Late Withdrawals:** The university policy for dropping a course after March 29, 2019 is as follows: UNF Students are not allowed to withdraw from a course after the official withdrawal date unless there are unusual circumstances which are clearly beyond the student's control. When such cases exist, the student should file a petition with attached documentation. This policy means that the student does not have the right to drop a course after the official university deadline simply because he or she has a passing grade at the time.

**Policy on Academic Dishonesty:** Academic dishonesty of any type is an embarrassment to both the guilty party and every member of this class. As a result, no forms of academic dishonesty will be tolerated. I will take whatever actions are allowed under university policy when I believe that this has taken place.

**Cheating -** intentionally using or attempting to use unauthorized materials, information, notes, study aids or other devices in any academic exercise. This definition includes unauthorized communication of information during an academic exercise. When in doubt consult me.

**Complicity in Academic Dishonesty -** intentional or knowingly helping or attempting to help another to commit an act of academic dishonesty.

**Policy on Final Grades:** Grade information will be available in Canvas throughout the semester. Final points will be available in Canvas. Final grades will not be available from the instructor prior to their distribution by the University. All final grades, however, are available in MyWings as soon as they are posted. Grades may be discussed after the following semester has begun.

### **Accommodations:**

If you have a disability as defined by the Americans with Disabilities Act (ADA), and may require an accommodation or auxiliary aid(s) for the study abroad experience, please contact and register with the UNF

---

<sup>✓</sup>Critical thinking and analysis will be assessed in 60 % of the assignments.

Disability Resource Center (located in Building 57, Room 1500; phone 620-2769) or visit the DRC's website at <http://www.unf.edu/drc/>.

Military and veteran students who return from combat exposure may be utilizing the post 9/11 GI bill to continue postsecondary education goals and may need both physical and academic accommodations. These students should contact the Director of Military and Veterans Resource Center (57/2700) by phone (904) 620-5131 or visit the MVRC website at <http://www.unf.edu/military-veterans/>. Please refer to UNF's Student Handbook for more details about both the Disability Resource Center and the Military and Veterans Resource Center.

Please note that foreign countries do not have to comply with the public access requirements of the ADA and there may be physical or other barriers to equal access in foreign locales (e.g., medical care, lodgings, restaurants, businesses and other buildings, services or facilities). Students with disabilities are strongly encouraged to research the access and service limitations of the locales to be visited. Further, prior to registering for the study abroad program, the student should meet with the responsible instructor so that the two can ascertain whether the student will be able to participate in all activities of the desired study abroad program or can participate in alternate activities that meet study objectives.

### **Etiquette During the Study Abroad Course**

While you are abroad, you are representing not only yourself, but also the University of North Florida and the United States of America (and/or your native country, if it isn't the US). The term "ugly American" didn't invent itself. Citizens of every nation are proud of their heritage. If you make snide remarks that they overhear or, even worse, act in a manner that is insulting to them, they will view this as evidence that the ugly American stereotype is accurate.

Therefore, when you are abroad, you should strive not just to be aware of cultural differences, but also both to experience and to appreciate them. Try the local foods, even if you don't think you'll like them. View this as a chance to practice the skills that you might need someday if you become engaged in international business.

Similarly, Americans are often shocked by the times that shops are open or closed (in some countries, you'll be escorted from the store at 5:00pm, regardless of whether you've made your purchase). Other cultures wouldn't think of starting dinner until 7:00pm or even 11:00pm or midnight! Local restaurants might not even be open when you are ready to eat. There are too many of these issues to discuss here, but you can prepare yourself by learning the local customs before you leave the US and then making plans (e.g., having snack food in your hotel room if dinner starts too late) if you simply don't think that you can deal with the local customs otherwise.

During site visits, you should behave in a professional and businesslike manner. Formal business attire is appropriate on this trip, but neither is clothing such as tank tops or shirts that expose the midriff. Your instructors will discuss appropriate clothing in all cases, including footwear—pay attention. Be inquisitive and show your interest in the host speaker, but remain respectful at all times. In general, you should never use familiar forms of address (e.g., first names) unless you are specifically invited to do so. Mr. Karpov, Mrs. Sanchez, and Dr. Chou are proper forms of address. Due to cultural differences, women and men are often treated differently abroad from how they are treated in the United States. However, if you ever feel uncomfortable or threatened, regardless of your gender, notify your faculty leader immediately!

### **Safety on the Course**

It is unlikely that you will experience difficulties during the course, but if you do, they can be extremely disconcerting, not to mention inconvenient. Please review the Department of State's country information for your destination(s), particularly noting the "Crime" section, as it refers to any cities or attractions you plan to visit, at <http://www.travel.state.gov/content/passports/english/country.html>.

There are places in Jacksonville that you would not visit alone or at night. Similarly, there are places that you should not be in every major city abroad. There might even be entire regions of the country that you should avoid. Travel only in groups, especially at night and especially if you are a woman. Do not go to the bathroom alone (again, especially if you're female).

We will use the buddy system at all times. You will be responsible for keeping an eye on your partner and watching out for him/her. In addition, faculty members should know where you are at all times, especially if the group is moving (e.g., boarding a local tram or bus, boarding a train, moving through an airport, walking through a firm's plant). Do not EVER leave the group without telling the faculty members! A student on a previous course

got separated from the group and left behind when he decided to stop and buy subway tickets without telling anyone. It cost him a letter grade for missing the day's meetings.

Pickpockets thrive in tourist zones (both abroad and in the US). If you carry a wallet, never carry it in your back pocket, where it is easiest to steal. Put it in your front pocket and keep your hand on it. Better yet, invest a few dollars in an alternative way of keeping your money and passport (e.g., a pouch that attaches to your belt and that you can store inside your pants). If you carry a purse (strongly discouraged), be extremely careful. Always keep it closed. Never carry it at your side or on you hip, as skilled pickpockets can unzip it and remove items without your knowing it. If you carry it with the strap over your shoulder, be aware that some thieves will ride past you on a bicycle or motorcycle and grab the strap. Not only will they get away with your purse, you are likely to be seriously injured in the process.

Thieves often work in pairs or groups. One common tactic is for one person to distract you (e.g., asking for directions, pretending to be falling-down drunk) while others steal your valuables. This is especially effective in a crowded subway car or in a crowded tourist area. Be on the alert in such places!

Be sure that you have a copy of the front page of your passport stored in a safe place that is separate from your luggage. It is very difficult to get a passport replaced quickly without that page. Your instructors will also carry a copy for you, and will leave one on file at UNF to be sure that we can get one if we need one.

Be sure that you have a list of your credit card numbers and/or travelers check numbers in a safe place that is separate from your cards and checks.

### **Free Time Activities**

Attached to this syllabus you will find a travel itinerary of the time that we are abroad. If you wish to visit a location that is NOT on this list, you will need to get the advance approval of the program instructor. Remember, the "buddy system" must be followed at all times, including during these "free time" activities. You should be sure to give your cell phone number to your Faculty Leader(s), and they will give you theirs.

### **Medical Disclosure**

We encourage you to advise your Faculty Leader of any chronic or serious health care condition that you may have so that the Faculty Leader is apprised of the issue and can take appropriate action on your behalf if a need for medical care arises while abroad. Please be advised that any condition that you disclose will be kept confidential and only shared with necessary University representatives to facilitate your safe participation in the study abroad activity. Failure to alert your instructor of any medical conditions can result in a failing grade for the class.

### **Conduct**

The UNF Student Code of Conduct applies to students even while abroad. Refer to the UNF Student Handbook for further information on the Code of Conduct. The UNF Faculty-Leader may file an incident report for any student conduct that may adversely affect the University community, and the student may be required to attend a Student Conduct Hearing. Remember: your actions and behavior are a reflection of UNF while you are abroad! Also, be aware that if you engage in illegal/criminal activity in another country, you will be subject to local law (in that country) and not U.S. law. Being a U.S. (or other national) citizen will not provide you with special protection.

### **Non-Program Travel**

The approved travel itinerary is attached to this syllabus. It is important to realize that ALL students on the Morocco Study Abroad will leave and return with the faculty leaders.

There will be 8 hours of community service that must be approved and be completed in Spring 2019. Please be advised that the schedule that follows is subject to change so make sure pay attention to email.

### **Spring 2019 (Tentative Schedule)**

<b>Date</b>	<b>Topics to be Covered</b>	<b>Time</b>	<b>Assignments Due, Etc.</b>
Wednesday November 28, 2018 9-10:15pm.	<ul style="list-style-type: none"> <li>• Meet and greet other members of the trip</li> </ul>	9-10:30pm (1.5 hours)	N/A
Wednesday January 16 <sup>th</sup> 9-10:15pm.	<ul style="list-style-type: none"> <li>• Course Expectations.</li> <li>• Health and Safety issues.</li> <li>• Packing Shakedown</li> </ul>	9-10:30pm (1.5 hours)	Journal Entry
January (TBA)	OPTIONAL SERVICE Project	8-noon	TBA, CLO 1-6. Journal Entry
Sunday January 20 <sup>th</sup>		Midnight	Critical Writing Assignment #1 Due, Midnight, CLO 1 & 2. <sup>2</sup>
Sunday February 3 <sup>rd</sup>		Midnight	Critical Writing Assignment #2 Due, Midnight, CLO 3 <sup>3</sup> .
February (TBA)	OPTIONAL SERVICE Project	8-noon	TBA, CLO 1-6. Journal Entry
Saturday February 16 <sup>th</sup> 8:30-5pm.	<ul style="list-style-type: none"> <li>• Safety Briefing.</li> <li>• The History of Morocco.</li> <li>• Prior Service Projects</li> <li>• What is the trip?</li> <li>• Who are the Moroccan People?</li> <li>• How can we help them?</li> <li>• Who am I and where do I fit into the world?</li> </ul>	8:30 am-5pm (8.5 hours)	Stoltz, Paul and Weihenmayer, Erik, <u>The Adversity Advantage</u> CLO 1-6.
Sunday February 17 <sup>th</sup> 8:30-5pm.	<ul style="list-style-type: none"> <li>• Packing Shakedown, Part B.</li> <li>• Economic Development</li> <li>• Student Presentations</li> <li>• Social Innovation</li> <li>• Final Trip</li> </ul>		MacAskill, William, <u>Doing Good Better</u> Easterly, William, <u>The White Man's Burden: Why the West's Efforts to Aid the Rest Have Done So Much Ill and So Little Good</u> ; CLO 4-6. Journal Entry
Thursday February 21 <sup>st</sup>		Midnight	Critical Writing Assignment #3 Due, Midnight, CLO 4-5. <sup>4</sup>
March (TBA)	OPTIONAL SERVICE Project	8-noon	TBA, CLO 1-6. Journal Entry.
Thursday February 28 <sup>th</sup>		Midnight	Critical Writing Assignment #4 Due, Midnight, CLO 5-6. <sup>5</sup>
Wednesday March 6 <sup>th</sup>	Packing. Last minute arrangements	9-10:30pm (1.5 hours)	Must bring all bags and donations as if we were leaving for Morocco. Journal Entry
Friday March 15- Sunday March 24	Study Abroad	9 days	Student Journals. Visit participation and reflection.

<sup>2</sup> Power, Carla (2015) If the Oceans Were Ink: An Unlikely Friendship and a Journey to the Heart of the Quran (Holt McDougal). ASIN: B00XTDDJ8K

<sup>3</sup> Stoltz, Paul and Weihenmayer, Erik, The Adversity Advantage (Fireside, Simon & Schuster, 2010).

<sup>4</sup> Easterly, William, The White Man's Burden: Why the West's Efforts to Aid the Rest Have Done So Much Ill and So Little Good (Penguin Books, 2007).

<sup>5</sup> MacAskill, William, Doing Good Better, Gotham Books, 2015.

Tuesday, April 2 <sup>nd</sup>		Midnight	Post-course Critical Writing Assignment Due, CLO 1-6.
Saturday April 6 <sup>th</sup>	Group presentations. Debriefing session.	8:30am - noon (3.5 hours)	Team post-course presentation. Journal Entry CLO 1-6.
Monday April 8 <sup>th</sup>	Student journals due.	Midnight	CLO 1-6.

## Tentative Itinerary While in Morocco (*proposed*)

**March 15-March 24, 2019**

<b>Date</b>	<b>City</b>	<b>Activity</b>
Fri 3/15	Jacksonville	<b>Depart from JAX to Rabat, Morocco.</b>
Sat 3/16	Rabat	<b>Transportation via charter bus<sup>6</sup> to the hotel<sup>7</sup> and check-in.</b> Tour of Rabat with an English-speaking guide. <b>CLO 1 &amp; 2.</b>
Sun 3/17	Rabat/ Meknes/ Ifrane	Tour of Rabat and Meknes enroute to Ifrane and meeting with Rotary club <sup>8</sup> . <b>CLO 1, 2 &amp; 4.</b>
Mon 3/18	Ifrane/Fes/ Ifrane	Visit historical sites <sup>9</sup> . <b>CLO 1, 2, 4, 5 &amp; 6.</b>
Tues 3/19	Merzouga	Meet with local entrepreneurs <sup>10</sup> and experience Bedouin culture. <b>CLO 3 &amp; 4.</b>
Wed 3/20	Ouarzazate	Meet with local entrepreneurs and visit historical sites. <b>CLO 2, 3 &amp; 4.</b>
Thurs 3/21	Marrakesh	Visit historical sites, meet with local entrepreneurs and meeting with Rotary club. <b>CLO 2, 3 &amp; 4.</b>
Fri 3/22	Marrakesh	Visit historical sites, meet with local entrepreneurs. <b>CLO 2, 3 &amp; 4.</b>
Sat 3/23	Marrakesh/ Jacksonville	Check out Hotel – Travel <b>via charter bus to International flight</b> to Jacksonville.
Sun 3/24	Jacksonville	Arrival in Jacksonville

<sup>6</sup> All transportation within Morocco will be with an English speaking tour guide via charter bus.

<sup>7</sup> Hotel information will likely be available in December 2018.

<sup>8</sup> The details of the interaction with the Rotary Clubs will likely be available in December 2018.

<sup>9</sup> The choice of particular historical sites will likely be available in December 2018.

<sup>10</sup> The details of the local entrepreneur meetings will likely be available in December 2018.

**MAN 4956 Study Abroad, Morocco: Islam, Social Innovation and Economic Development**  
**Critical Writing Assignment #1: Islam and the Western World Rubric A**  
**Spring 2019**

**Student Name** \_\_\_\_\_

Assignment: You will be living in an Islamic country for a week. Compare and contrast your core beliefs with those of Sheik Akram's interpretation of the Quran with respect to: 1) the marriage of young woman and polygamy, and 2) the need for women to wear niqab and its relationship to western influences. Pay attention to the relationship between the questions. The assignment should not exceed one single spaced page with 12-point times roman font, one-inch margins and your name alone in the upper right corner of the essay. Each Question **MUST** be answered separately and labeled with the appropriate number.

<b>TRAIT</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Exemplary</b>	<b>Score</b>
<b>Writing style, grammar, and organization.</b> 3	No organization or irrelevant plan. Contains significant number of typographical errors	Has some structure and is well written. Does not contain more than three typographical errors.	Has a clear organization and is well written. Does not contain any typographical errors.	
<b>Content: part 1</b> 9	Does not demonstrate an understanding of the material. Does not critically analyze Islam and one's own beliefs with respect to marriage.	Fulfills assignment. Uses appropriate discussion of course materials in answering questions but is unable to complete a self-reflective analysis of marriage and Islam.	Is more thorough than "average." Integration of the ideas of Sheik Akram's interpretation of the Quran as explained by Carla Power concerning marriage.	
<b>Content: part 2</b> 9	Does not demonstrate an understanding of the material. Does not critically analyze oneself and Islam in society.	Fulfills assignment. Uses appropriate discussion of course materials in answering questions but is unable critically analyze Islam and the western world.	Is more thorough than "average." Integration of Sheik Akram's interpretation of the Quran and goes beyond the minimum requirements. Clearly demonstrates an understanding of how women's dress in Morocco can be used for analyzing and reflecting on the appropriate social interaction while on the study abroad to Morocco.	
<b>Synthesis</b> 4	Does not provide well-organized evidence of the importance of the understanding the Quran.	Provides evidence in most cases and provides complete and appropriate discussion of the importance of the interpretation of Islam by Sheik Akram but is unable to compare to one's core beliefs.	Explains the dichotomy between the Islamic and Western worlds.	
				25

**MAN 4956 Study Abroad, Morocco: Islam, Social Innovation and Economic Development**  
**Critical Writing Assignment #2: The Adversity Advantage Rubric B**  
**Spring 2019**

**Student Name** \_\_\_\_\_

Assignment: How can the *Adversity Advantage* be used to critically analyze 1) a framework for your life as a *Quitter, Camper or Climber* and 2) how it might be used to provide a lens for the study abroad to Morocco? The assignment should not exceed one single spaced page with 12-point times roman font, one-inch margins and the students name alone in the upper right corner of the essay.

<b>TRAIT</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Exemplary</b>	<b>Score</b>
<b>Writing style, grammar, and organization.</b> <b>3</b>	No organization or irrelevant plan. Contains significant number of typographical errors	Has some structure and is well written. Does not contain more than three typographical errors.	Has a clear organization and is well written. Does not contain any typographical errors.	
<b>Content: part 1</b> <b>9</b>	Does not demonstrate an understanding of the material. Does not critically analyze oneself.	Fulfills assignment. Uses appropriate discussion of course materials in answering questions but is unable to complete a self-reflective analysis.	Is more thorough than "average." Integration of <i>Adversity Advantage</i> goes beyond the minimum requirements. Clearly demonstrates a self-reflective analysis.	
<b>Content: part 2</b> <b>9</b>	Does not demonstrate an understanding of the material. Does not critically analyze oneself.	Fulfills assignment. Uses appropriate discussion of course materials in answering questions but is unable to use as a critical lens for analyzing personal goal setting for the Morocco Study Abroad.	Is more thorough than "average." Integration of <i>Adversity Advantage</i> goes beyond the minimum requirements. Clearly demonstrates an understanding of how this can be used for analyzing and reflecting on the study abroad to Morocco and in setting personal goals for the trip.	
<b>Synthesis</b> <b>4</b>	Does not provide well-organized evidence of the importance of the <i>Adversity Advantage</i> model.	Provides evidence in most cases and provides complete and appropriate discussion of the importance of the <i>Adversity Advantage</i> but is unable to tie the two questions together in a self-reflective manner.	Provides analysis of the <i>Adversity Advantage</i> that links to appropriate self-reflection and draws a conclusion.	<b>25</b>

**MAN 4956 Study Abroad, Morocco: Islam, Social Innovation and Economic Development**  
**Critical Writing Assignment #3: History and Economic Development in Morocco Rubric C**  
**Spring 2019**

**Student Name** \_\_\_\_\_

Assignment: How does history impact on contemporary society and be used to define 1) the role of the Islamic culture in society and 2) how we might understand the role of religion in economic development during the study abroad to Morocco? The assignment should not exceed one single spaced page with 12-point times roman font, one-inch margins and the students name alone in the upper right corner of the essay.

<b>TRAIT</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Exemplary</b>	<b>Score</b>
<b>Writing style, grammar, and organization.</b> <b>3</b>	No organization or irrelevant plan. Contains significant number of typographical errors	Has some structure and is well written. Does not contain more than three typographical errors.	Has a clear organization and is well written. Does not contain any typographical errors.	
<b>Content: part 1</b> <b>9</b>	Does not demonstrate an understanding of the material. Does not critically analyze local cultures in Moroccan society.	Fulfills assignment. Uses appropriate discussion of course materials in answering questions but is unable to critically link history and economic conditions with indigenous cultures issues in Morocco.	Is more thorough than "average." Integration of history goes beyond the minimum requirements. Clearly demonstrates an analysis of the relationship between indigenous cultures and history and economic conditions in Morocco.	
<b>Content: part 2</b> <b>9</b>	Does not demonstrate an understanding of the material. Does not critically analyze poverty in Morocco.	Fulfills assignment. Uses appropriate discussion of course materials in answering questions mentions but is unable to use history as a critical lens for understanding poverty in Morocco.	Is more thorough than "average." Integration of history and economics goes beyond the minimum requirements. Clearly demonstrates an analysis of how this can be used for understanding and reflecting on the issues related to poverty in Morocco.	
<b>Synthesis</b> <b>4</b>	Does not provide well-organized evidence of the importance of the history and economic conditions in understanding contemporary Morocco.	Provides evidence in most cases and provides complete and appropriate discussion of the importance of history and economic conditions but is unable to tie the two questions together in a critical and reflective manner.	Provides analysis of the history of Morocco that links to appropriate self-reflection and draws a conclusion.	
				<b>25</b>

**MAN 4956 Study Abroad, Morocco: Islam, Social Innovation and Economic Development**  
**Critical Writing Assignment #4: Doing Good Better Rubric D**  
**Spring 2019**

**Student Name** \_\_\_\_\_

Assignment: How can the *Doing Good Better* be used to critically analyze 1) a framework for your current and future career and 2) how it might be used to provide a lens for the study abroad to Morocco? The assignment should not exceed one single spaced page with 12-point times roman font, one-inch margins and the students name alone in the upper right corner of the essay.

<b>TRAIT</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Exemplary</b>	<b>Score</b>
<b>Writing style, grammar, and organization.</b> <b>3</b>	No organization or irrelevant plan. Contains significant number of typographical errors	Has some structure and is well written. Does not contain more than three typographical errors.	Has a clear organization and is well written. Does not contain any typographical errors.	
<b>Content: part 1</b> <b>9</b>	Does not demonstrate an understanding of the material. Does not critically analyze oneself.	Fulfills assignment. Uses appropriate discussion of course materials in answering questions but is unable to complete a self-reflective analysis.	Clearly demonstrates a self-reflective analysis.	
<b>Content: part 2</b> <b>9</b>	Does not demonstrate an understanding of the material. Does not critically analyze oneself.	Fulfills assignment. Uses appropriate discussion of course materials in answering questions but is unable to use as a critical lens for analyzing personal goal setting for the Morocco Study Abroad.	Is more thorough than "average." Integration of <i>Doing Good Better</i> goes beyond the minimum requirements. Clearly demonstrates an understanding of how this can be used for analyzing and reflecting on the study abroad to Morocco and in setting personal goals for the trip.	
<b>Synthesis</b> <b>4</b>	Does not provide well-organized evidence of the importance of making a difference in other peoples' lives.	Provides evidence in most cases and provides complete and appropriate discussion of the importance of the <i>Doing good Better</i> but is unable to tie the two questions together in a self-reflective manner.	Provides analysis of the <i>Doing Good Better</i> that links to appropriate self-reflection and draws a conclusion.	
				<b>25</b>

**MAN 4956 Study Abroad, Morocco: Islam, Social Innovation and Economic Development**  
**Post-course Critical Writing Assignment Rubric E**  
**Spring 2019**

**Student Name** \_\_\_\_\_

Assignment: Now that you have seen and experienced Morocco 1) Analyze the relationships among religion, culture and Social Innovation 2) How has and how will this impact what you do in your life? The assignment should not exceed three single spaced pages with 12-point times roman font, one-inch margins and the students name alone in the upper right corner of the essay.

<b>TRAIT</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Exemplary</b>	<b>Score</b>
<b>Writing style, grammar, and organization.</b> <b>10</b>	No organization or irrelevant plan. Contains significant number of typographical errors	Has some structure and is well written. Does not contain more than three typographical errors.	Has a clear organization and is well written. Does not contain any typographical errors.	
<b>Content: part 1</b> <b>35</b>	Does not demonstrate an understanding of the material. Does not critically analyze the linkages among the three constructs.	Fulfills assignment. Uses appropriate discussion of course materials in answering questions but is unable to analyze the relationship among religion, culture and Social Innovation.	Is more thorough than "average." Uses appropriate discussion of course materials in answering questions and critically analyzes the relationship among religion, culture and Social Innovation.	
<b>Content: part 2</b> <b>35</b>	Does not demonstrate an understanding of the material. Does not critically analyze oneself.	Fulfills assignment. Uses appropriate discussion of course materials in answering questions but is unable to critically analyze the impact that the trip has and will impact on oneself.	Is more thorough than "average." Uses appropriate discussion of course materials in answering questions by critically analyzing the impact that the trip has and will impact on oneself.	
<b>Synthesis</b> <b>20</b>	Does not provide well-organized evidence of understanding religion, culture and Social Innovation.	Provides evidence in most cases and provides complete and appropriate discussion of the importance of history but is unable to tie the two questions together in a critical and reflective manner.	Provides analysis of the relationship among religion, culture and Social Innovation that links to appropriate self-reflection of oneself and draws a conclusion.	
				100

**MAN 4956 Study Abroad, Morocco: Islam, Social Innovation and Economic Development**  
**Group Presentation Critical Analysis Rubric F**  
**Spring 2019**

Topic: \_\_\_\_\_ Students \_\_\_\_\_

<b>TRAIT</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Exemplary</b>	<b>Score</b>
<b>Presentation Style</b> <b>10</b>	No organization or irrelevant plan. Contains significant number of vocal errors. Does not engage the class in discussion.	Has some structure and is presented well. Does not contain more than five vocal errors. Is comfortable as a presenter. Provides insight involves the class in discussion.	Has a clear organization and is well presented. Does not contain more than two vocal errors. Gives the audience motivation to want to get involved in the discussion. Has fun with the audience.	
<b>Content</b> <b>60</b>	Does not demonstrate an understanding of the material. Does not show relationship to chapter objectives.	Fulfills assignment. Uses appropriate sources and is objective, shows relationship to chapter objectives.	Is more thorough than "average." Integration of topics goes beyond minimum requirements. Clearly links topic material to course requirements and critically analyzes these linkages.	
<b>Quality of knowledge and chapter</b> <b>50</b>	Missing or poor. Not tied to analysis. Does not link the chapter together or allow for coherence. Mostly opinion.	Adequate. Summarizes material and draws conclusions based upon these points, but lacks a thorough understanding of the topic and has demonstrated limited understanding of the topic. Sometimes fails to separate fact from opinion.	Goes beyond "average" in delivering material that is very well understood (researched) and persuasive. Clearly understands the topic. Clearly separates fact from opinion. Helps the class to learn things they did not know through a critical analysis of linkages within the material presented.	
<b>Documentation</b> <b>20</b>	Does not provide links to the course learning outcomes.	Provides links to the course learning outcomes.	Provides links to the course learning outcomes and suggests ideas that go beyond the textbooks. Helps the class to realize why the topic is important to them through critical analysis.	
<b>Use of media</b> <b>10</b>	Misuses technology throughout and does not take advantage of technological opportunities. Reads the PowerPoint to the class. Appearance is poor.	Generally uses technology to integrate graphics, PowerPoint slides and text appropriately. Uses PowerPoint effectively but primarily talks at the audience rather than facilitating discussion. Appearance is good.	Uses the technology to integrate graphics, PowerPoint and text appropriately in all cases. Makes the content visually appealing and exciting for the viewer. Uses technology to facilitate discussion.	
				200

**MAN 4956 Study Abroad, Morocco: Islam, Social Innovation and Economic Development**  
**Trip Participation Rubric G**  
**Spring 2019**

Student Name \_\_\_\_\_

TRAIT	Unacceptable	Acceptable	Exemplary	Score
<b>Level of Engagement</b>  <b>100</b>	<ul style="list-style-type: none"> <li>• Rarely presents new observations.</li> <li>• Rarely responds to classmates' comments.</li> <li>• Participates in limited class discussions.</li> <li>• Comments are not organized, and information is generally not presented in a logical sequence.</li> <li>• Is involved in less than an average level of discussion.</li> <li>• Student is habitually late.</li> <li>• Consistently fails to follow directions.</li> </ul>	<ul style="list-style-type: none"> <li>• Presents new observations.</li> <li>• Constructively responds to classmates' comments.</li> <li>• Participates in most class discussions.</li> <li>• Comments are organized, and information is presented in a logical sequence.</li> <li>• Is involved in more than an average level of discussion.</li> <li>• Usually on time.</li> <li>• Generally follows directions.</li> </ul>	<ul style="list-style-type: none"> <li>• Integrates personal observations and knowledge in an accurate and highly insightful way.</li> <li>• Comments are not measured in words but rather sentences and concepts.</li> <li>• Presents new observations.</li> <li>• Is involved in more than an average level of discussion.</li> <li>• Almost on time.</li> <li>• Always follows directions.</li> </ul>	
<b>Inclusion of required materials</b>  <b>30</b>	<ul style="list-style-type: none"> <li>• Does NOT refer to examples from the readings or videos to support comments.</li> </ul>	<ul style="list-style-type: none"> <li>• Refers to examples from the readings or videos to support comments.</li> </ul>	<ul style="list-style-type: none"> <li>• Integrates prior readings in comments.</li> </ul>	
<b>Depth of Discussion</b>  <b>50</b>	<ul style="list-style-type: none"> <li>• Is involved at a superficial level of discussion.</li> </ul>	<ul style="list-style-type: none"> <li>• Expands discussion of others.</li> </ul>	<ul style="list-style-type: none"> <li>• Provides concrete examples from the readings/videos and problems to support comments of others.</li> </ul>	
<b>Inclusion of additional materials</b>  <b>10</b>	<ul style="list-style-type: none"> <li>• Rarely brings in outside materials.</li> </ul>	<ul style="list-style-type: none"> <li>• Sometimes brings in outside materials.</li> </ul>	<ul style="list-style-type: none"> <li>• Brings in outside materials often.</li> </ul>	
<b>Level of professionalism</b>  <b>60</b>	<ul style="list-style-type: none"> <li>• Discussion is disorganized and information is not presented in a logical sequence.</li> <li>• Word choice and sentence structure are not suitable for respectful discussion.</li> <li>• Makes inappropriate comments.</li> </ul>	<ul style="list-style-type: none"> <li>• Discussions are organized and information is presented in a logical sequence.</li> <li>• Word choice and sentence structure are suitable for respectful discussion.</li> <li>• Comments are usually appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>• Discussions are organized and information is presented in a logical sequence while drawing others into the discussion.</li> <li>• Word choice and sentence structure are suitable for respectful discussion.</li> <li>• Always makes appropriate comments.</li> </ul>	<b>250</b>

**MAN 4956 Study Abroad, Morocco: Islam, Social Innovation and Economic Development**  
**Course Journal Rubric H**  
**Spring 2019**

Student Name \_\_\_\_\_

<b>TRAIT</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Exemplary</b>	<b>Score</b>
<b>Volume</b> <b>60</b>	Reflections are measured in words.	Reflections are measured in sentences.	Reflects on all activities related to the course in paragraphs.	
<b>Frequency</b> <b>90</b>	Randomly reflects on activities related to the course.	Regularly reflects on activities related to the course.	Always reflects on activities related to the course.	
<b>Quality of Reflection</b> <b>100</b>	Reflections are always superficial.	Reflections usually reflect thought and insight as to what occurred.	Reflections always demonstrate thought and insight as to what has occurred.	
				250