

Interactive Communications & Simulations
The University of Michigan
School of Education

Earth Odysseys Teacher's Guide:

Nadia's Morocco Odyssey

Fall 2018

Earth Odysseys is accessible *only through our interactive, password-protected* World Wide Web site:

<http://odyssey.icsmich.org/>

This project is sponsored by:
*The School of Education & the Center for Middle Eastern
and North African Studies at the University of Michigan*

If you have questions or concerns, please call on us.
Our phone number is 734-763-5950 and we will respond to calls or e-mail (contact Jeff at: stanz@umich.edu) as promptly as we can. We warmly welcome you to the Morocco Odyssey!!

Sincerely...Michael Fahy & Jeff Stanzler

TABLE OF CONTENTS

Time Schedule	1:3
Meet our Odyssey Explorer, Nadia Selim	1:4
Web Resources on Morocco	1:5
Odyssey Reports and the Posting Schedule.....	1:6
Odysseys in Brief: What Do We Need To Do?.....	1:7
Goals of the Earth Odysseys Project	1:8
Participating in Discussions.....	1:9
A Sample Discussion	1:10
Odysseys Mentors.....	1:12
Sensitive Issues and Appropriate Content	1:13
Accessing the Odyssey Website.....	1:14
Posting your Profile	1:14
Viewing Nadia’s Reports	1:15
Responding to Reports and Postings	1:16
Keeping Track of Your Student’s Work	1:17
Report-Focused “Background Essays”	1:18

TIME SCHEDULE FOR EARTH ODYSSEYS (13 WEEKS)

I. **Phase One** (1 week) September 10 – September 14
Teachers send in list of students for IDs
Students post personal introductions
Get acquainted with web site

II. **Phase Two** (12 weeks) September 17 – December 7

Actively participate in conference discussions
Reports posted twice weekly

SIGN ON AT LEAST TWO TIMES PER WEEK

III. **Phase Three** (1.5 weeks) December 10- December 19

Debriefing and Reflection

SIGN ON ONE TIME PER WEEK

NADIA TALKS ABOUT TRAVEL AND THE ODYSSEY

Why travel? From an early age, having this exposure to other cultures makes you so aware of the world that's outside of the little world that you live in...it's a real eye-opener to have that opportunity. I came to appreciate that there are different people, and different cultures...people don't do things the way that you do, and that's okay, and it's just important to try to understand and to be accepting. I like having the opportunity to see something fresh or different, but I've always been impressed by the similarities as well.

The city of Tetuoan and the University. During my Odyssey year (2012-2013) I taught at the Abdelmalek Essadi University near Tetuoan, a city that has a population of about 300,000 people. It's located (in northern Morocco) about 30 miles away from Tangiers, and about 30 miles from Ceuta, which is a Spanish city that exists within Morocco. Tetuoan used to be the seat of power for Spanish Morocco, so a lot of people there speak Spanish, in addition to Arabic and French. It's famous...the *medina* (market) area is a UNESCO World Heritage site, so it's been pretty well kept. Morocco has a really interesting history going back and forth between Europe and North Africa and the Arab and Muslim world.

What were you most curious about? I know the basis of the cultural customs, about family, visiting and about the importance of family in general which you'll see throughout the Middle East...I'm sure that there are going to be similarities to what I've experienced in Egypt, but I also know that there are differences and I was curious and excited to see what those were, what are the differences and what are the similarities to what I'm used to. They always say that some Moroccan family will come and adopt you, and I hope that happens.

Preparation. I was the only Fulbright award recipient in Tetuoan and I wondered how that was going to be, especially since they told us that women shouldn't travel without other people after dark...it's going to be a bit isolating. I've experienced that before (in the Middle East), but it's going to be kind of different after the year I had in Ann Arbor, when I was constantly around other people. I know I'm going to find things to do, but it's that idea that I'm going to be by myself for a while until I get established in this town. I'm a pretty modest dresser, but I'm very aware of what I bring when I'm traveling to the Middle East, so I need to make sure that all of my clothes are suitable...I'm trying to be as respectful as possible to the culture there. (Doing) this also makes it easier for me, just trying to blend in.

RESOURCES FOR LEARNING ABOUT MOROCCO

Portland State University's Middle East Teaching Tools "Morocco" page:
<http://www.middleeastpdx.org/resources/countries/morocco/>

National Geographic's "Morocco" website:
<http://travel.nationalgeographic.com/travel/countries/morocco-guide/>

Looklex Encyclopedia—Morocco (*follow Travel Guides to Morocco, then Tetuoan*)
<http://looklex.com/e.o/morocco.htm>

University of Pennsylvania Middle East Center's "Useful Links, Resources, and Lesson Plans for K-12 Teachers" website:
<https://www.sas.upenn.edu/mec/resources/useful-links>

PBS Wide Angle "Class of 2006" Information Resources
<http://www.pbs.org/wnet/wideangle/uncategorized/resources-2/2001/>

"Hip Hop and the Arab Uprisings" Resources for teaching from Portland State University (partially focused on Morocco)
<http://www.middleeastpdx.org/resources/original/hip-hop-and-the-arab-uprisings-resources-for-teaching/>

New York Times Feature: "36 Hours in Marrakesh"
<http://tinyurl.com/k9omrke>

Morocco's Education System (published by the Fulbright Distinguished Awards in Teaching Program for U.S. Teachers):
<https://www.fulbrightteacherexchange.org/morocco>

"Morocco Page" African Studies Center at the University of Pennsylvania:
https://www.africa.upenn.edu/Country_Specific/Morocco.html

"Morocco" International Model United Nations Association
<http://www.imuna.org/resources/country-profiles/morocco>

Morocco Basic Health Information Data: World Health Organization
<http://www.who.int/leishmaniasis/resources/MOROCCO.pdf>

"A Marrakech Tale" Episode of the Al Jazeera program "**Witness**" about "Master storyteller Ahmed Ezzarghani and apprentice Sara (who) are fighting to keep the Moroccan storytelling tradition alive."
<https://www.aljazeera.com/programmes/witness/2015/01/marrakech-tale-150131120247912.html>

SCHEDULE FOR POSTING REPORTS FOR DISCUSSION

*All of the reports are always accessible to you via the TRAVELER'S REPORT link, but what follows is the schedule by which the reports will be **officially** posted (generally, two per week), which makes it possible for the students to respond to them.*

Title	Author	Active date
Meet Nadia	Nadia Selim	2018-09-12
Fitting Your Life into a Suitcase	Nadia Selim	2018-09-20
Cairo	Nadia Selim	2018-09-24
From Medina to Ville Nouvelle	Nadia Selim	2018-09-27
Language in Morocco	Nadia Selim	2018-10-01
Language in Morocco – Part Deux	Nadia Selim	2018-10-04
Student Protest	Nadia Selim	2018-10-08
Censoring in Class	Nadia Selim	2018-10-11
Trust	Nadia Selim	2018-10-15
An Unexpected Day	Nadia Selim	2018-10-18
Parking	Nadia Selim	2018-10-22
9 Things I Learned My First Week in Morocco	Nadia Selim	2018-10-25
Shopping	Nadia Selim	2018-10-29
Couscous Friday	Nadia Selim	2018-11-01
The Girl in the Classroom	Nadia Selim	2018-11-05
Another Point of View	Nadia Selim	2018-11-08
Inshallah	Nadia Selim	2018-11-12
Eid Al-Adha	Nadia Selim	2018-11-15
C'est La Vie	Nadia Selim	2018-11-19
The Road to Ceuta	Nadia Selim	2018-11-26
But Where Are You From From?	Nadia Selim	2018-11-29
Strike	Nadia Selim	2018-12-03
Farewell!!	Nadia Selim	2018-12-06

ODYSSEYS IN BRIEF: WHAT DO WE NEED TO DO?

RESPONDING TO THE DAILY POSTINGS AND THE COMMENTS OF OTHERS

Read and discuss the daily postings and then post selected comments from your group. Read and respond to comments made by peers and mentors, particularly those made in response to your comments.

SHARE YOURSELF AND YOUR IDEAS

We encourage you to think through the issues raised in the Odysseys conference and to share your ideas and opinions. Our best advice to you is to put your stamp on this exercise; by sharing something of yourself you model for others, by digging deep for thoughts and ideas, you enrich the experience for yourself and everyone else.

ENGAGE WITH MENTORS AND PEERS

Take advantage of the opportunity to interact with a community of people who are sharing a common experience. Respond to comments on your work, comment on others' work, talk back to the mentors and ask questions of Nadia.

GOALS OF THE EARTH ODYSSEYS PROJECT

FORMING AND ARTICULATING A POINT-OF-VIEW

Our Odyssey explorer, Nadia Selim, raises a broad range of issues and ideas in her travel reports. We hope and believe that you will find Nadia to be an engaging writer and thinker. We ask that you invest some time and thought into reading and responding to her reports. The Mentors and your peers will be asking questions and offering opinions--jump in yourself!! Let everyone benefit from reading and considering your ideas.

LOOKING AT OTHERS

Through Nadia's eyes, you will be confronted with ideas, cultural practices and social mores that will sometimes differ greatly from what you've known and practiced. We ask everyone to resist dismissing the unfamiliar and struggle to consider how and why such differing practices and mores evolved. Nadia's reports provide us with select opportunities to sense the world in new ways...which leads to the next goal.

LOOKING AT OURSELVES

We hope that our exploration of Nadia's "snapshots" will be engaging and stimulating for you. Ultimately, however, the goal of the Odysseys project is not to simply put "them" under "our" microscope. One of our goals is that, together, we can use Nadia's reports and our discussions of those reports to lead towards a closer look at *our* lives and the choices *we* make. Choices we make ourselves, those made for us or on our behalf (by parents, educators, elected officials, etc.) or those we absorb through tradition and social or religious custom. Our hope is that we can work through an examination of our lives so that we might be better able to actively pursue choices that reflect our true beliefs and principles.

PARTICIPATING IN A DISCUSSION

The Earth Odysseys activity centers on interactive discussions of a variety of social, cultural and environmental issues. We strongly encourage all of you to consider the issues that are raised over the course of the semester, and to participate actively in the discussions.

Just as we all hope for responses to what we have to say, we want to encourage you to comment on what others have to say, to raise questions and to be true to your own ideas. We encourage you to express your ideas, questions, and opinions in as forthright a way as you can...and to do so as often as you can!

Below you will find an illustration of the sort of discussion that takes place based upon the explorer's reports. The commentators raise questions, state their opinions, and try to develop the discussion by building connections to other issues and to comments made previously...

SAMPLE EARTH ODYSSEYS DISCUSSION

Here's an illustration of what goes on in the Earth Odyssey project. We excerpt one of Nadia's reports (about shopping and bargaining) from her Morocco Odyssey. **New Odyssey reports are posted twice a week** for the students to read and consider, to discuss in your classroom, and to post responses to as part of the online conversations that unfold among students at the various schools taking part, the university student "mentors", and Odyssey travelers. In the illustration below, an excerpt from one of Nadia's reports is followed by a student posting, a response by one of the mentors, and then a reply from the student...

Nadia's Morocco Odyssey <-- -->

Shopping

Nadia Selim 2014-11-03 [edit](#)

"How much?" I ask, my fingers gliding over an embroidered leather purse.

"600 dirhams," the store owner tells me.

"Bezaf," I tell him, which is Arabic for "too much". I tell him another price and we go back and forth until we agree on a price.

Bargaining is a way of life in Morocco and definitely an art form, one that I am going to admit, I am not very good at. You can negotiate a price on just about anything – from furniture to food. I see it happen everyday – animated conversations, often involving various hand gestures, discussing the item – usually the shopkeeper saying how good (or fresh) it is and the potential buyer acting shocked by the "crazy" price that was just given. I have been given plenty of advice on how to be an effective bargainer, but only on occasion do I really try it. This is due in part to the fact that I don't always know what a good price should be and the fact that I know that many of the shopkeepers don't have a lot of money, so I feel bad if I try to get something from them at a very cheap price. I engage in bargaining because it is expected, but I usually give in after the first exchange. That is, of course, unless it is outrageously priced, and then I just walk away rather than engage. "Rookie mistake" one of my friends tells me, "that is just a starting place."

By: Cynthia J (National Central University)

On: Wed Nov 05 at 10:26 AM

Re:

Usually, I shop in a big supermarket near my home called COSTCO. It has all kinds of food, most of which are imported. I love it! I find things that I usually don't see in my daily life. It's like a treasure hunt for me! I'm not really a "bargain" person. I kind of feel embarrass for doing that. But I thought it is really brave and cool to do that! I wish I'm able to do so. I really love how the way people live in Morrocco!!

[Hide](#)

[Reply](#)

By: Kelsey Umich (University of Michigan)

On: Wed Nov 05 at 11:35 AM

Re: re:

Dear Cynthia,

We have COSTCO close to where I live now too! It's fairly new to me, so I still get shocked (in a good way) by how much food and other things they sell, including household goods, watches, clothes, and so on. And they have food samples! Greatest thing ever. What kind of effects might large supermarkets like this have on the Moroccan style of shopping and bargaining?

I can definitely relate to being a little shy and awkward when it comes to bargaining, perhaps partially because it is not something often done in the U.S. Can you think of any contributing factors that might cause such differences in the way people buy and sell goods in different cultures?

Thank you very much for your post, looking forward to hearing more from you!

Kelsey

By: Cynthia J (National Central University)

On: Sat Dec 13 at 04:27 AM

Re: re: re:

Dear Kelsey,

I totally agree with the best thing ever is the food sample, but the sad part is that I can never make the same taste when I make it at home. I think the large supermarkets start to replace the small stores. This happened in Taiwan, too! There were a lot of snacks that are sold in a small grocery store but I saw them closed one by one through the time I grew up. However, when we found the snacks that we had in our childhood the feeling is overwhelmed. (I don't really know how to describe it, mix of satisfaction and excitement I guess) Though the stores is getting less but I don't think the it will extinct. After all, the memories of childhood can never be replaced by those new fancy things. Of course it seems really impossible to bargain in a supermarket. It's likely that the stores change the habit of people, but we never know if the culture there will change the way the supermarkets operate.

About the way people buy things in different country. I think it might roots in the culture and the system of values in different countries and people. I've been to the U.S twice and I was told not to bargain because it's impolite. It might because of the culture differences. When I was little, my mom took me to the traditional market near my home. It was not as clean as the supermarket. There were people bargaining and chatting loud. The vendor are always yelling for their great deal. When I was little I didn't like it but I kind of miss it now. They have the freshest meat and fish. It's like a culture things for me. Young couple don't go to traditional market that often. It might be the different backgrounds compare to the older generation. The older generation kind of earn everything by their own effort. My mom and dad were both raised in peasant families. They studied hard trying to change the situation. In our generation, parents don't want us to live such a hard life so they devote so much to us. They bargain because it was a habit but might also because of the hard time of saving money. I can't really tell what cause the different, but I think the backgrounds of how we raised is the main reason. (It's really not in order, sorry about that)

Sincerely yours, Cynthia

ODYSSEYS MENTORS

The Mentors of the Odysseys exercise are here to facilitate the effective participation of all involved in whatever ways they can. The way that their roles develop will be determined by the dynamics of the Odysseys conversations. In those instances where participants are fully involved, where the full range of issues are being addressed, and where the scheduled pace of the exercise is being met, the Mentors will have a very limited role. Where those matters need attention, the Mentors will step in to raise issues that might be being left aside, and to try to help build and illustrate connections that might be usefully explored. The thirteen-week schedule of the exercise may seem like a long one, but given the inherently slow-paced nature of the communications medium, "moving things along" may be a relatively important task for the Mentors.

Use the Mentors. The Odysseys Mentors are typically an eclectic crew, but they share an interest in social and cultural issues and a willingness to engage in discussions with others. These are people who have chosen to take an unusual class in which their work centers around facilitating discussion, challenging themselves and others to share and develop ideas, and engaging in some serious reflection about issues that can hit quite close to home. Most of all, they judge their success by the frequency and depth of your responses. If you disagree with something said by one of the mentors, **say so!** Your opinion is as important as anyone else's, and the goal of the project is to learn from one another as we grapple with what we hope is an interesting set of issues. Talk back to the Mentors (and your peers)--you'll get more out of the exercise if you make your presence felt and your ideas known.

PLEASE READ AND CONSIDER:

Sensitive Issues and Appropriate Content

We wish to warn you that throughout the course of this exercise, students from other schools and other cultures may post materials on the network that may be contrary to your own beliefs or standards of "good taste." One of the basic premises of ICS exercises is that the students are the ones running the exercises. We spend a considerable amount of energy in designing a framework that will allow and encourage students to pursue a variety of avenues, but the specifics of each run of each exercise vary from case to case. Occasionally a posting is made that offends someone at another site. Offense has been taken over the years to words used, i.e. vulgarity, as well as the discussion of certain issues. **We do not, and cannot, filter the communications sent over the network. The Mentor staff receives a copy of each communication, but they do NOT control or dictate what goes through and what does not. When a communication appears that is intentionally offensive, the Mentor staff takes note and acts quickly to ascertain why this communication was sent. All efforts are taken to remove deliberately offensive communications, but by the design of the system, they are removed after being posted, not before.**

There may also be times when the creative pursuits of students has them discussing issues that others may wish not to discuss. Generally, the topics are those of interest to the students, topics that are raised in national television broadcasts and publications. In the past, students have discussed human sexuality, alternative lifestyles, abortion, health issues, and mental health issues. It is the belief of the Odysseys staff that sincere attempts to understand a variety of viewpoints about an issue are an important part of learning. As such, we will be extremely reluctant to remove student-generated postings. If your school is located in a community where people may take offense to students discussing certain controversial issues, we encourage you to address the issue now, rather than after something appears. In some cases we recommend that a letter be drafted that the students may take home to raise this point with their parents.

ACCESSING THE ODYSSEY WEBSITE:

URL: <http://odyssey.icsmich.org/>

If you would like to view the reports before we create your IDs, please use the following Guest ID:

Login: *guest*

Password: *guest*

...then go to the GREEN or RED space to have a look at the reports and the teacher resources.

POSTING YOUR PROFILE

Your first task is to introduce yourself to everyone else. ****To post your personal profile, click on the "Create Profile" link on the left.**** Your profile should be an introduction of yourself: what do we need to know about you? What are your interests? Where have you traveled? Where would you LIKE to travel?



VIEWING NADIA'S REPORTS

You will be able to view Nadia's current report as you enter the web site, and go to either the **red** or the **green** conference to which you're assigned. One of the tabs along the side of the page will say **Traveler Reports**, and you can follow that to a list of links to all of the reports.



That list is a series of links that will take you directly to the report of your choice:

Meet Nadia	Nadia Selim	2016-09-16
Fitting Your Life into a Suitcase	Nadia Selim	2016-09-22
Cairo	Nadia Selim	2016-09-26
From Medina to Ville Nouvelle	Nadia Selim	2016-09-29

Please note: Nadia's reports will be automatically posted for discussion in a specific order, and the current report will always be viewable as you enter the site. If you want to go back and see earlier reports, just click on TRAVELER REPORTS along the left. You'll be able to see reports that have already been posted and upcoming reports as well (though you won't be able to post comments on reports until their official posting date).

REPLIES TO YOUR RESPONSE

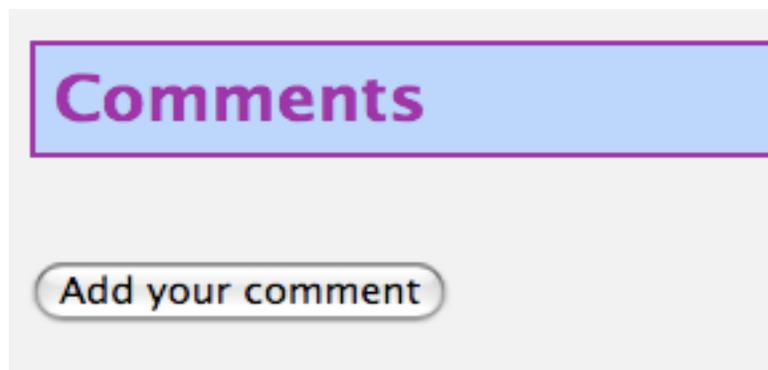
If you want to see if anyone has responded to your posting, just go into MY COMMENTS. There you'll see links to your comments and you can also see if anyone has responded to your comment (and be taken to the response to your comment--made by Kim in this case-- in context):

Shopping And Bargaining (Matthew)

Tue Oct 06 [because we are chinese](#) (1 response: [\[Kim Garber\]](#))

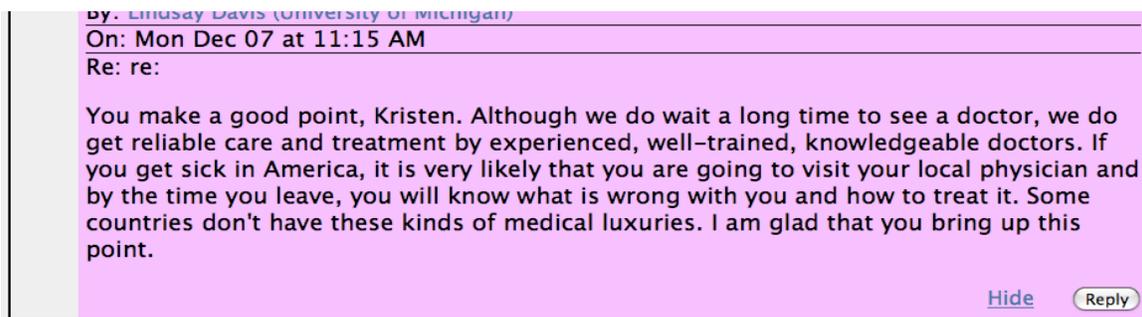
RESPONDING TO NADIA'S REPORTS...and to the responses posted by others

Once you're viewing a report, you'll always find an **add your comment** button right at the end of the report:



Click on **add your comment** and you'll be taken to a field where you can post your comment.

If the report has been posted for a while, others may already have responded to it. These responses will be displayed directly underneath any of the reports. As you see below, you can reply to a specific posting by selecting the **Reply** link at the bottom of each response:



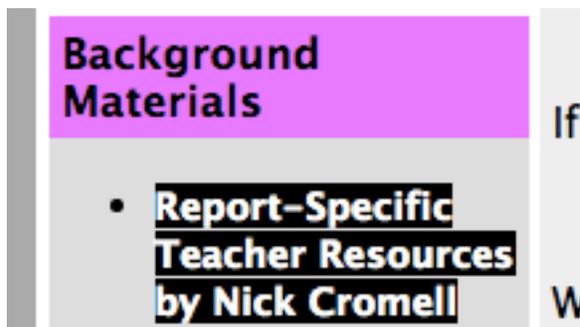
FOR TEACHERS—KEEPING TRACK OF STUDENT WORK

If you want to see what your students have posted, simply go to the MY STUDENTS link, which gets you a list of all of your students, and allows you to (as in the example below) see their personal introduction, send them a message, see any private messages that they've sent and, most importantly, to see all of the responses they've posted in full text:

Red Students			
Jacob Adams	Send Message	View Messages Sent	View Comments Made

FOR TEACHERS—Report-Focused Background Essays

We're happy to offer you a series of background essays, linked to most of the Odyssey reports. Written by Staff Associate Nick Cromell, these essays offer you some additional context for the issues discussed in each report, along with links to readings and suggestions for extension activities. We hope you'll find these essays to be helpful in terms of offering your students a richer sense of Nadia's experiences, and of the societal issues that her reports touch upon. All of these background essays are available to you on the website under **Background Materials**,



but just to give you a taste, here's Nick's background essay for the first report, "Meet Nadia":

"Meet Nadia" Background Essay

Overview:

In her first entry, Nadia introduces herself and gives premise to the rest of the journal entries for Moroccan Odyssey. A Fulbright Scholarship recipient, she hopes to take her passion for her academic interests and life experiences to the next level by studying abroad in Morocco. In recording her experiences while abroad, Nadia gives us a chance to look at ourselves in a cultural and anthropological light, as well. Nadia's first entry brings up her family life and status of her parents as immigrants, a subject that many students may find they can relate to. Nadia's life experiences and studies will certainly give her a unique perspective on viewing culture on her trip to Morocco.

Differing Perspectives:

With an Egyptian father and a first generation Ukrainian-American mother, Nadia's experiences growing up in the United States might have differed from many other kids her age. Like many families, there are certain aspects of heritage or ancestry that materialize in their family, either on special holidays or in everyday life. These experiences define our worldview and interpret what we see and how we approach problems, which almost certainly will differ from those of other people. Cultural understanding is about investigating these factors and interpreting how these experiences allow people to see things in a different light that at first may be completely strange to you.

Morocco Introduction:

If you feel you want to get right into studying Morocco itself, using this lesson as an introduction to the region, country, and other important background information that can enhance understanding. This is not the place for a country report; there are many good websites out there that have up to date information. A more engaging way to present information would be to have students break up into groups and look at a specific part of Morocco-history, politics, demographics, climate, etc. and present to the rest of the group.

Discussion Questions/Activities:

-What does the word “culture” mean to you? What are different aspects of culture and areas used to describe it? Can you separate your list of aspects into tangible-music, movies, food, etc.-and intangible-beliefs, ideals, values? How might these be related?

-Compare and contrast how you and Nadia may see experiences. For instance, you are the same in a lot of ways: American-born children, living with immediate family, going to school, etc. In what ways are you different? What kind of different experiences have you had that influence your worldview?

-Do some research on your own ancestry or family heritage. If you don’t know a lot, talk to your parents. Can you see any evidence of this in your family traditions or activities? What about certain values your family holds? Share what you discover.

Note:

You will notice that many of the discussion questions revolve around instances of comparison-questions such as “What about us?” or “Is this the same/different?” The intent is to facilitate, as Paul Rabinow describes, “the comprehension of the self through the detour of the comprehension of the other” (1977, 5). That is, using the same modes of analysis to explore the values, beliefs, and cultural underpinnings of Moroccan culture evident in Nadia’s stories also prompts an exploration into our own cultures, something that can be difficult but also valuable to the participant made aware. Without getting too theoretical, my hope is that students, in learning about another way of life, can be better equipped to bridge the divides in the many different ways we lead our lives across the world and to be more willing to explore the reasons behind why people are the way they are, rather than be satisfied with accepting simply that they are different.

Further Reading:

-Rabinow, Paul. *Reflections on Fieldwork in Morocco* (1977). This small read, written in 1977, describes a young anthropologists’ journey to Morocco in the hopes of gaining credibility in his field through the experience of fieldwork. He brings back a new way of thinking about fieldwork-“participant observation”, or the realization that the student of culture must see it through the lens not only of the person describing it to him (translator, interview, etc.), but also through the lens of the anthropologist himself. A great introductory text to begin thinking about self-reflection and cultural inquiry.

-“Seeing Different Things in the Same Image”-This would be a good conversation starter to differing perspectives, if a little cliché. Use the image provided, or create your own ambiguous scenario (a picture, an excerpt, or a sound byte) that can provide the same meaning. Is there a ‘correct’ way to view the image?

[http://www.crededucation.org/resources/perception_checking/What Do You See Activity_OCDRCM.pdf](http://www.crededucation.org/resources/perception_checking/What_Do_You_See_Activity_OCDRCM.pdf)