

ORIENTALISM & EMPIRE PROJECT @ AUI

Derek L. Elliott & Aziz El Hassani

PAUL LOVE
D. L. ELLIOTT
AZIZ EL
HASSANI
DRISS CHAIBI



James Grey

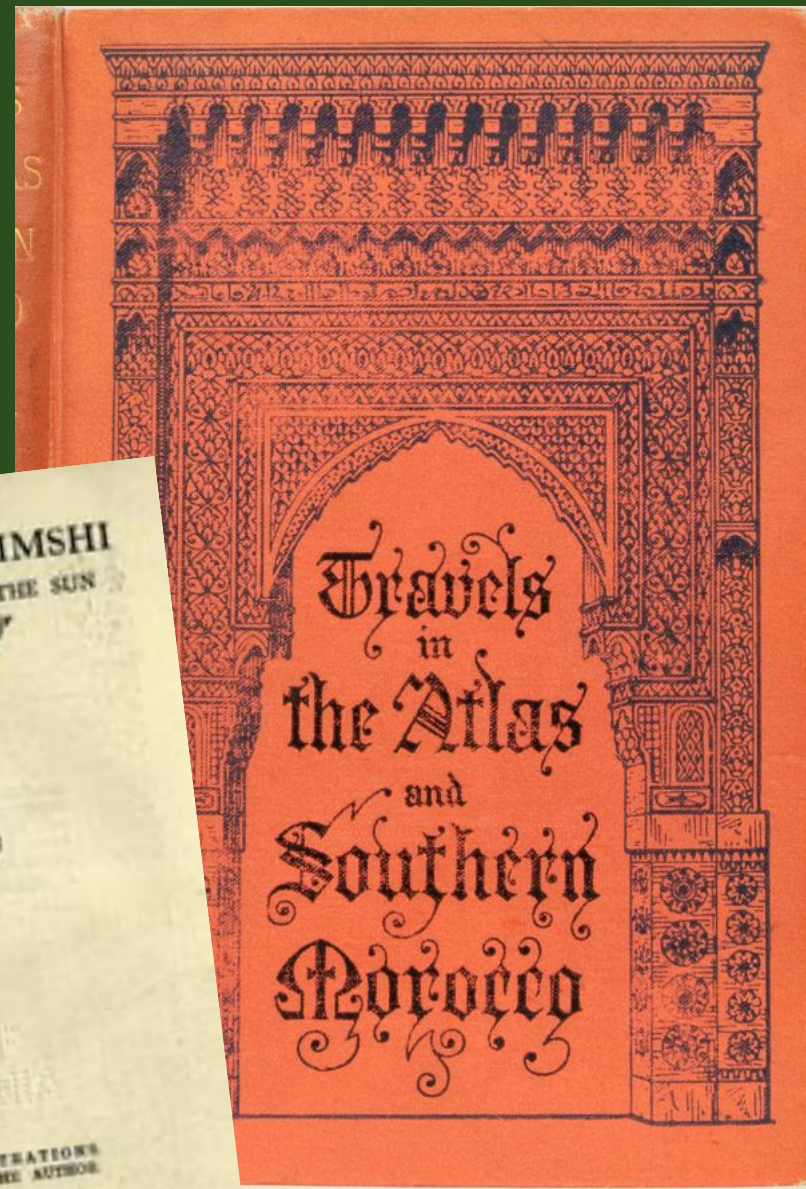
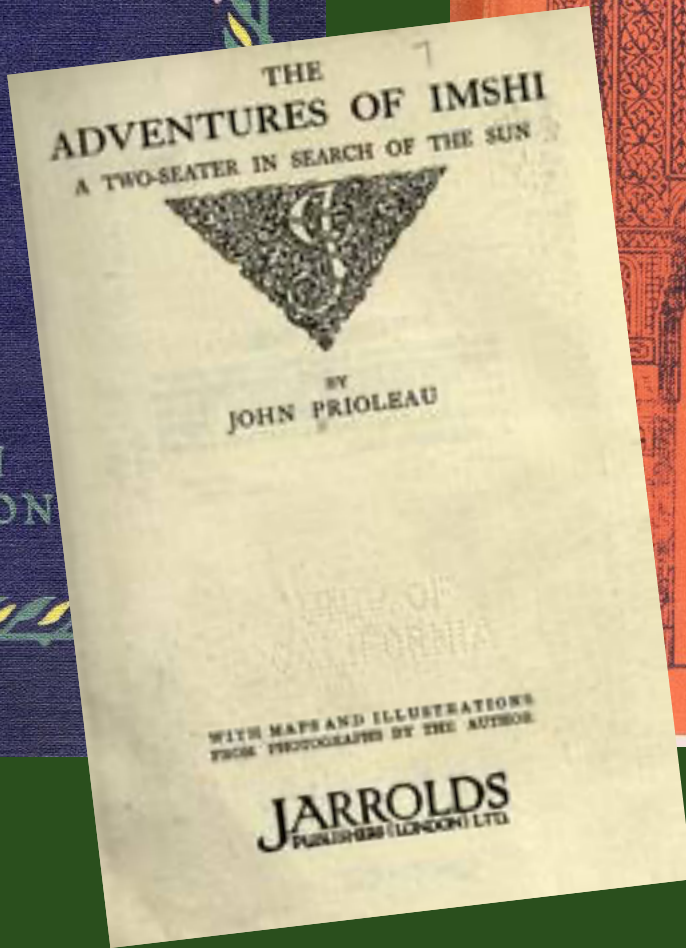
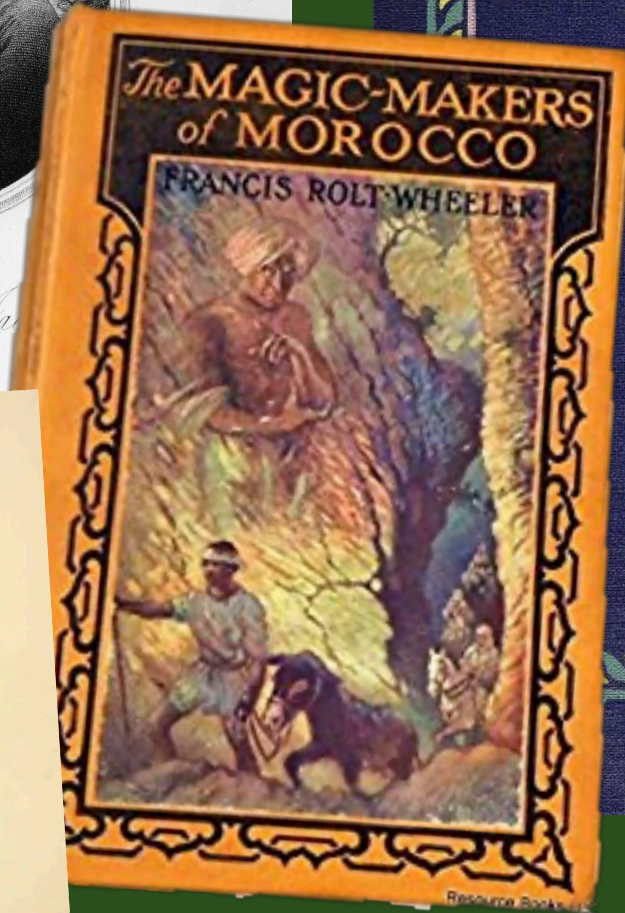
NOTES
TRAVELS IN AFRICA,

JOHN DAVIDSON, F.R.S. F.S.A., &c.

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LONDON:
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1830.



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Jackson's "Account of the Empire of Morocco" · in & through Morocco

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IN & THROUGH MOROCCO

Select Your Book

Orientalism & Power

in & through Morocco

JACKSON'S "ACCOUNT OF THE EMPIRE OF MAROCCO"

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This is an exhibit of the itinerary of J.G. Jackson, a British merchant who lived in the city of Mogador (modern-day Essaouira) at the end of the 18th and beginning of the 19th century. He published two editions (1809 & 1811, respectively) of his description of northwest Africa, entitled *An Account of the Empire of Morocco*.

In the 19th century, na na ni, na na na. Etc...

Online Omeka platform guides students through an examination and evaluation of printed text.

Students view primary sources & gain firsthand experience with orientalist viewpoints as they relate to Moroccan history.

Social and cultural history of Morocco is exposed (though mediated) in texts.

IN & THROUGH MOROCCO

🔍


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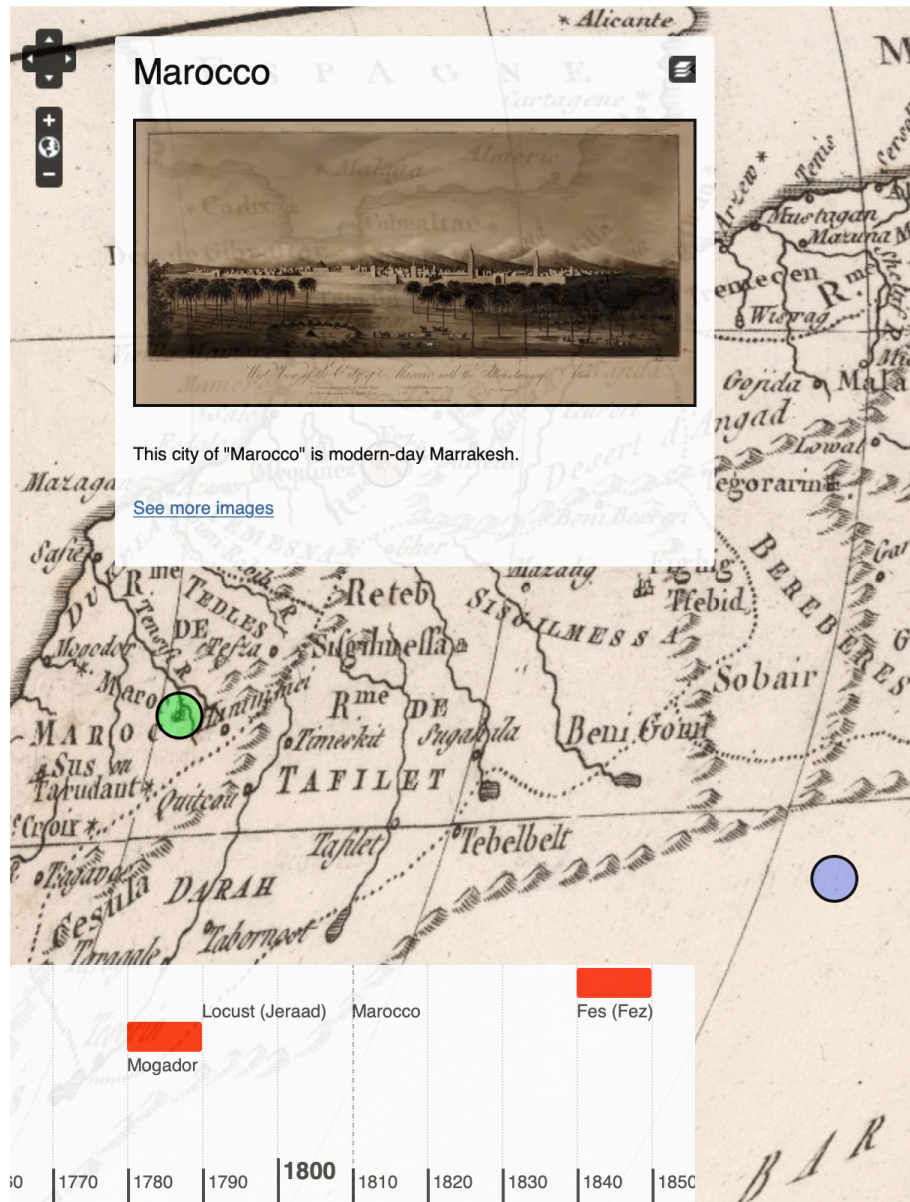
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Locust (Jeraad)

Figure: this is a locus.

[See more images](#)

STEP 1

Examine the lithograph image of a Locust above. Think about the power claim being made here: the author has the tools (in this case, lithograph printing) that allow him to reproduce the image to scale. How does this fit into the power of Orientalism?

STEP 2

Read the passage from the book and examine the description of the locust.

"This destructive creature, which the French call sauterelle, confounding it with the common grass- hopper, differs very much from

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DECONSTRUCTING ORIENTALISM FOREIGN VIEWS OF MOROCCO

Value: 15% of Final Grade

Due: By 23:59, 11 October on Turnitin.com

Project Overview

Orientalist descriptions have long dominated European narrative. Your midterm project is to explore primary sources to identify European travelogues held within AUI Library's Special Collection and decolonize the passages you select with a partner.

Project Components

- 1) Identify, transcribe and cite an orientalist passage (paragraph) from your book. Make sure to include an introductory blurb about it and what it is. Set it up.

Politics of Empire: Final Project Orientalism & the Maghreb



Instructions

In pairs you will use AUI Library's Special Collection of 19th and early-20th century European travelogues about Morocco. Your task is to build a module of four exercises for use in AUI classes that guide students through a critical reading of orientalist texts to learn about how the politics of empire were established and continue to affect post-colonial Morocco today.

Creativity is encouraged. Use the text, images, organization of the volumes, etc. to evaluate not only what Morocco was like in those years, but how European imperial perceptions have shaped the past with implications for today.

Draw upon your own experiences and think of what the volumes could teach your junior colleagues in GenEd courses. What's important for them to know? What can the texts teach us?

Final Considerations:

- ▶ Be imaginative!
- ▶ Each section of the module should have some kind of student assessment.
- ▶ Remember, this is going to be a digital guide to exploring and examining an actual book (historical primary source).
- ▶ Your submission should be in the format of: (1) a text explaining what you have done for each exercise (250-500 words each) including what other audio/visual components you have included, and (2) a story board of how the modules might look online, complete with student assessment, (3) Works cited list.

Presentations (5%): In Class, 9 Dec. 2019

Report (20%) Due: 17:00, 11 Dec. 2019
Hard copy in office or
SHSS mailbox

Image: Morocco (Marrakech), in J.G. Jackson, *An Account of the Empire of Morocco*, (London: W. Bulmer & Co., 1809).

Final Project Instructions
HIS1301 Fall 2019

[Final Draft 29 Nov 2019]

is it?

For the final project for our course, you will be preparing a bibliographic description of an item in the AUI Mohamed VI Library Special Collections. The collection comprises dozens of books from the late-19th and early-20th centuries about Morocco, especially narratives written by Europeans. Your assignment will be to document the history of your text in full including all editions held in the library and all other editions you can find (print and online). Your project will follow a template provided by the instructor and we will work on it in a series of workshops.

What is the purpose?

The purpose of the project is twofold. First of all, you will be exercising your information literacy skills in seeking out, filtering, refining, and interpreting information specifically about the history of Morocco. Secondly, you will be contributing to the creation of an online resource for use in future iterations of this and other classes, which will encourage future students to engage with the AUI Special Collections to learn more about Morocco and European colonialism in Northwest Africa. For this reason, we will be asking your permission to include your name to the bibliographic entry.

Integrating digital projects in the classroom at AUU : the Librarian's perspective



Following from the ideas and suggestions offered in the *DHI-B 2019* workshops, we worked collaboratively to offer solutions on sustaining collaborative information and digital literacy projects between library and faculty, based upon our experience developing AUJ's Omeka-based project, In and Through Morocco.



My role in this collaborative project was to:

- Lead the library-based hands-on sessions with the special collections materials as a complement to the online exhibition.
- Help develop the visual presentation of materials for the exhibition as well as the exercises for hands-on sessions.
- Facilitate student exploration of the library rare Special Collections.
- Finally, when the exhibition is launched, I am expected to co-lead the in-class sessions with the instructors.

Bibliography on Special Collections - PSC 4310 The Politics of Empire



At the start of the Fall 2019 semester, the librarian introduced - PSC 4310 students to:

- The concept of 'digital humanities'.
- The Library Special Collections.
- Internet Archives (<https://archive.org/>).
- AUJ Omeka site
<http://amical.reclaim.hosting/omeka-love/>

Bibliography on Special Collections - History of the Arab World course



MOHAMMED VI LIBRARY SPECIAL COLLECTIONS

BOOK TITLE

Special Collections, Mohammed VI Library (Akhawayn University in Ifrane)

An image (taken by you) of your book
from the Special Collections goes here

FULL NAME OF AUTHOR, (NATIONALITY OF AUTHOR, DATE OF BIRTH-
DATE OF DEATH)

FULL TITLE OF THE BOOK, INCLUDING ANY SUBTITLE

PLACE OF PUBLICATION: NAME OF PUBLISHER, DATE OF PUBLICATION

1ST/2ND/3RD, ETC EDITION

GIFT OF [IF KNOWN]

SPECIAL COLLECTIONS

MOHAMMED VI LIBRARY, AL AKHAWAYN UNIVERSITY IN IFRANE

- As a final project for the History of the Arab World course, HIS130I students were asked to prepare a bibliographic description of an item in the AUI Library Special Collections. The collection comprises dozen of works from the late-19th and early-20th centuries about Morocco, especially narratives written by Europeans. Their assignments were to document the history of their text in full including the edition held in the library and all other editions they can find (print and online).
- In addition to providing access to the print AUI-Library Special Collections, the librarian offered HIS130I students practical workshops on finding digital editions of the Special Collections books (Worldcat, Google Books, etc) + some relevant academic resources from the library's online resources.

Lessons Learned...



- We employed several strategies to encourage student engagement with the library's rare collections and web-based sources, which also promoted active participation at the level of learning.
- By designing and working to implement our DH Projects, we wanted students to explore the library's special collection of 19th- and 20th-century European travelogues in creative ways.
- We noticed greater student participation and engagement with the collaborative DH workshops compared with traditional IL-focused sessions.
- Students were more curious about the rare materials and more engaged in their learning explorations.