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**For an Amazigh-Inclusive Curriculum on North Africa**

The Maghreb occupies a liminal disciplinary space in the United States. Because of its linguistic makeup and colonial histories and due to the absence of designated North African Studies programs, the Maghreb has been largely subsumed under Middle Eastern Studies or French and Francophone Studies in the US academy. This situation has resulted in a focus on the Arab or Francophone dimensions of the region at the expense of North Africa's indigenous Amazigh language and culture, which, if taught at all, are generally relegated to courses in art history or anthropology departments. The absence of the Maghreb's Amazigh dimension from syllabuses and course offerings was for the most part justifiable by the lack of adequate pedagogical materials. However, the revitalization of the Amazigh language and culture in Tamazgha (the broader Amazigh North Africa) and the emergence of a rich transnational, Amazigh discourse about indigeneity offer ample space for designing Amazigh-inclusive curricula. Even if college resources do not permit specific training for students in the Amazigh language, there are a wealth of materials written in Arabic, English and French with which to teach about the history and social life of Amazigh peoples in North Africa and the diaspora, as well as their current struggles for cultural and linguistic rights. Our goal is to prepare academic departments to stay abreast of

these academic and political transformations and to center Amazigh cultural production in their curricular developments.

We propose a two-day workshop on “For an Amazigh-inclusive Curriculum of the North Africa” to take place in June 2023. We plan to bring together an interdisciplinary group of colleagues who belong the Alliance to Advance Liberal Arts Colleges to brainstorm about the status of Amazigh-related questions in their courses and forge a collective approach for the inclusion of Amazigh issues in our colleges’ curricula. In the brainstorming stage, participants will be asked to conduct a self-assessment of the status of Amazigh content in their own syllabuses and departmental offerings. This assessment will serve as a springboard for collective discussions of the state of Amazigh Studies in different departments, courses, and disciplines, and a segue way into proposing strategies for inclusive curricula. Participants will collaborate to create a set of Amazigh-inclusive syllabuses for different undergraduate disciplines and majors which we will make available as an online, open-access resource for interested instructors. More generally, the workshop will provide participants with the opportunity to share their expertise, not only about Amazigh issues, but also concerning inclusive pedagogy, inclusive curriculum design, and the teaching of indigenous studies in comparative perspective. We aim our project to contribute to these broader initiatives so demanded by our students and our college communities.

### **Plan for the Evaluation of the Workshop**

We intend to conduct a three-stage evaluation of the workshop and its outcomes:

- Short-term evaluation: Participants will receive evaluation forms immediately after the workshop to assess how much they benefited from the different activities. This will allow us to learn about the degree to which the workshop inspired the participants to implement an Amazigh-inclusive pedagogy in their teaching.

- Medium-term evaluation: We plan to touch base with participants after Fall 2023 and Spring 2024 to inquire about their implementation of an Amazigh-inclusive pedagogy in their courses.
- Long-term evaluation: We intend to hold an in-person or a Zoom conference with the participants to bring their Amazigh-inclusive pedagogy practices to a wider audience. We also hope to organize several panels at national conferences to showcase these experiences.

In addition to resources that will have been produced by participants after the workshop, we plan to co-author an article that will serve as a reference for colleagues at other institutions in their endeavors to center indigenous experiences in their curricula.