2. COURSE DESCRIPTION

This challenging interdisciplinary course focuses on one of the most important recent developments in Spanish society, the onset in the 1990s of mass immigration from Europe, Africa, Latin America and Asia. Spain’s long history of expulsions, enforced religious uniformity, colonialism, contending regional and national identities and loyalties, and the marginalization of the Roma minority, provides an obvious starting point from which to consider both migrant experiences in Spain, and the way migration is reconfiguring contemporary attitudes and identities in Spanish society. Against this historical background, the course will examine the dynamics and demographics of migration to—and again more recently—from Spain, and migrants’ integration or otherwise into the education system, the labor market, and social, political and cultural life more generally. Class discussions and readings will analyze the Spanish response to immigration, whether in the shape of laws and public policies, literary, cinematic and media representations of migrants, or public attitudes and behavior towards newcomers and ethnic minorities, including racism. The course will end by considering the impact of the ongoing economic crisis on immigrants, and the interplay between migration and current nationalist tensions within Spain (above all surrounding Catalonia and the Basque Country).

The course will be reading-heavy, and include selected articles and book chapters written from the perspectives of history, sociology, political science, and cultural studies. We will also study other types of texts, including novels, short stories, newspaper articles and films. In-class learning will be complemented by a series of off-site study visits. Through these, and in the course as a whole, students will be encouraged to observe and analyze the reality around them, so that their experience in increasingly multicultural Madrid can inform their academic learning, and vice versa.

3. COURSE OBJECTIVES

- Students will gain an understanding of the dynamics of immigration to Spain, the varied experiences of different immigrant groups, and the political social and cultural response of Spanish society to the changing ethnic and national composition of the population.
- Students will develop their awareness and understanding of the approaches of different disciplines—history, literary and cultural studies, cultural theory, sociology, political science, anthropology—to a single object of study, and the advantages that a multidisciplinary approach brings to understanding phenomena as complex as immigration, ethnicity and national identities and nationalism.
- Students will develop their powers of sociological observation, integrate their formal classroom learning with their experience and observation of life in Madrid and of contemporary Spanish society and culture.
4. COURSE MATERIALS

**Required Materials**
All course readings compiled by the professor will be available online at the Madrid At Your Fingertips Student Portal (http://madrid.accentintl.net). Mandatory films or documentaries can be watched or downloaded from the computer in the Aula de Informática.

**Recommended Materials**


5. COURSE REQUIREMENTS

Lectures & Study Visits
Class meetings will last 1.5 hours per session. Classes will be held as seminars, including both short lectures and ample time for group discussions in which active student participation is required. Students are expected to read and view the material assigned for each class and be prepared to discuss the study guide questions in the Reader. In addition, students will meet for the following study visits/walking tours:
- Week 2: La Latina-Lavapiés. A Walking Tour of “Multicultural Madrid, From the Middle Ages to Today”
- Week 5: Visit to UNICEF.
- Week 9: Visit to Red Cross Refugee Center in Madrid.
- Week 13: Visit to ACCEM in Madrid.

Response Papers
Critical thought and analytical writing are fundamental components of the course and the final grade. Students will be provided with a selection of prompts and must submit two 2-page response papers. These papers should reflect on the course readings and class discussions, allowing students the opportunity to further explore issues central to the course.
Assignments must be typed, double-spaced in Times New Roman (12pt), and 2.5cm/1-inch margins on both sides. Students must attend class to submit work on the day it is due; submissions after deadline, except for excused absences, will not be graded for credit.

Midterm Exam and Final Exam
The midterm and final exams aim at evaluating the students’ understanding of the readings and class discussions as well as the students’ development of their own critical thinking. The midterm exam will cover the material read and discussed in class up to the date of the exam, but the final exam will be comprehensive and will cover all course contents. Both exams will consist of multiple-choice and essay-type questions, which will require students to demonstrate their knowledge of specific terms, concepts, and readings, and to compose their ideas in one or more paragraphs addressing specific topics related to course contents.

Individual Research Paper
Students will write and present an original individual research paper about a relevant topic within the scope of the course using scholarly sources (journal articles, book chapters, video documentaries, photographs, etc.) as well as other pertinent sources such as newspapers, blog entries, or social media contributions. The topic will need to be pre-approved by the professor, so students will submit a Paper Proposal on the date of the Midterm Exam.
Essays will be 8-10 pages long and will include an introduction, main body, and conclusion. Essays must be typed, double-spaced in Times New Roman (12pt), and 2.5cm/1-inch margins on all sides. Students will submit the Final Paper in class on Week 12, and will present it in class on Week 15. Late submissions will not be graded for credit.

Class Participation and Attendance
Attendance and active participation are required. Students are expected to complete assigned readings and attend require film screenings for each class meeting beforehand, and to actively participate in class discussions.

6. EVALUATION & GRADING CRITERIA

The course will be graded on a 100-point scale, and the final grade will be determined as follows:
- Response Papers (2) 20%
- Midterm Exam 20%
- Final Exam 25%
- Individual Research Paper 25%
- Class Participation & Attendance 10%
7. Attendance Policy

Both UCEAP and ACCENT administration consider attendance and punctuality at all classes mandatory. All UCEAP courses abroad operate under an attendance policy created by the UC Faculty Advisory Committee that oversees the program. The attendance policy stipulates that:

- The class register is the official record of student attendance. It is the student's responsibility to sign the attendance register personally at the beginning of class with her/his full name (no initials). Students are forbidden from signing in for anyone else or altering the register in any way.
- If a student misses any portion of a class, she or he may be marked as absent or late, upon the faculty member’s discretion. **Three tardies automatically convert to an absence.** Students must attend the section enrolled in; attendance in another section of the same class does not count for attendance purposes.
- **Students are allowed a total of three absences during the program.** Each absence beyond the limit will result in a deduction of 3% points from the student’s raw total.
- An absence occurring on a day a quiz or exam is scheduled or an assignment is due will result in a zero for that quiz/exam or assignment. **Make-ups are permitted on a case-by-case basis for medical reasons and/or unavoidable emergencies.** Pertinent documentation must be provided.
- No guests are allowed in any UCEAP courses or site visits.

8. Class Etiquette

Students studying abroad are ambassadors for the University of California and as such, should act with decorum and respect for others at all times. As a participant on the UCEAP Fall Semester Program in Madrid, you are subject to student conduct policies of UCEAP and ACCENT. Students should seek to play their part in making the class a success. Students should arrive punctually for classes, taking special care to allow for journey times between the various venues. They should come to class with the necessary materials for taking notes, and bringing with them any books or suchlike required for the class. Students will be responsible for obtaining their own copies of any missed assignments and materials. **Food and drink may NOT be brought into the classroom or consumed during class. Cell phones and other electronic devices should be switched off upon entering the classroom or lecture room.**

In addition to the one-on-one office hour, students may communicate with professors via e-mail. E-mail interaction should be serious and professional, so students should always address professors appropriately, be clear and concise, and allow up to 24 hours for a response (excluding weekends and holidays). For more information, please consult the UCEAP Student Conduct and Discipline Policy at [http://eap.ucop.edu/Documents/Policies/student_conduct_discipline.pdf](http://eap.ucop.edu/Documents/Policies/student_conduct_discipline.pdf).

9. Academic Integrity

Students should remember that they are still subject to the academic integrity provisions of the University of California. The principle of honesty must be upheld if the integrity of scholarship is to be maintained by an academic community.

This means that all academic work–research papers, exams, and/or other assignments–will be done by the student to whom it is assigned, without unauthorized aid of any kind. Likewise, any act of academic misconduct, such as cheating, fabrication, forgery, plagiarism, or facilitating academic dishonesty, will subject a student to disciplinary action.

For more information, please consult UCEAP Academic Conduct Policy at [http://eap.ucop.edu/Documents/Policies/academic_conduct.pdf](http://eap.ucop.edu/Documents/Policies/academic_conduct.pdf).

10. Students with Disabilities

UCEAP and ACCENT are committed to facilitating welcoming and reasonably accessible programs. Any student who because of a disability may require special arrangements in order to meet course requirement should present appropriate verification from the campus Disability Student Office to UCEAP advisors during the application process, and should contact ACCENT Madrid Director upon arrival to confirm the approved accommodations. No requirement exists that accommodations be made prior to completion of this approved university procedure. Disability status is confidential and should always be discussed in private.

For more information, please consult UCEAP Official website at [http://eap.ucop.edu/Diversity/Pages/students-with-disabilities.aspx](http://eap.ucop.edu/Diversity/Pages/students-with-disabilities.aspx).
<table>
<thead>
<tr>
<th>Date</th>
<th>Contents &amp; Readings</th>
<th>Coursework &amp; Study Visits</th>
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</table>
| WEEK 1 | **Historical Ethnic and Religious Diversity in Spain**  
Hooper, “The New Arrivals and Old Prejudices”  
Flesler, *The Return of the Moor* (selection) |                                                                                          |
| WEEK 1 | **Mapping Contemporary Immigration to Spain**  
Santaolalla, “Ethnic and Racial Configurations in Contemporary Spanish Culture” |                                                                                          |
| WEEK 2 | **Theorizing Otherness: An Introduction**  
Kapuscinski, *The Other* (selection)  
Fanon, *Black Skin, White Mask* (selection) | **Walking Tour and fieldwork in La Latina-Lavapiés: “Multicultural Madrid, from the Middle Ages to Today”** |
| WEEK 2 | **Constructing the Nation: Nationalism and the Franco Years**  
Richards, “Terror and Progress: Industrialization, Modernity and the making of Francoism”  
Graham, “Gender and the State: Women in 1940s” |                                                                                          |
| WEEK 3 | **Internal Diversity: Spain’s Nationalities**  
Elorza, “Some Perspectives on the Nation-State and Autonomies in Spain” | **Response Paper #1**                                                                 |
| WEEK 3 | **Los Gitanos: The Internal “Other”**  
Charnon-Deutsch, “Travels of the Imaginary Spanish Gypsy”  
Tremlett, “The Mean Streets of Flamenco” |                                                                                          |
| WEEK 4 | **Spanish Emigration: A History of Hunger**  
Hooper, “From Hunger to Prosperity”  
Film: *Un franco, 14 pesetas* (dir. Carlos Iglesias) |                                                                                          |
| WEEK 4 | **Border Crossing**  
Nair, “Europe’s ‘Last’ Wall: Continuity, Exchange and Heterotopia in Ceuta, the Confluence of Spain and North Africa”  
Taylor, “Why the Language we Use to Talk about Refugees Matters so much” |                                                                                          |
| WEEK 5 | **Immigration Policy: Nation and the Market**  
Gonzalez-Enriquez, “Spain, the Cheap Model. Irregularity and Regularisation as Immigration Management Policies”  
Film: *Poniente* (dir. Chus Gutiérrez) |                                                                                          |
| WEEK 5 | **Migration and Gender**  
Song, “Migration, Gender, and Desire in Contemporary Spanish Cinema”  
Film: *Flores de otro mundo* (dir. Icíar Bollaín) | **Visit to UNICEF**                                                                     |
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<tr>
<th>WEEK 6</th>
<th>Migrants and the Crisis</th>
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<tr>
<td>Arango, “Exceptional in Europe? Spain’s Experience with Immigration and Integration”</td>
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<td>Film: <em>En tierra extraña</em> (dir. Icíar Bollaín)</td>
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<th>WEEK 6</th>
<th>Immigration and Spanish Nationalism</th>
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<tr>
<td>Europeanista, “The Economic and Nationalist Crises of Spain”</td>
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<td>Barnes, “Basque and Catalan Nationalism: An Evolution”</td>
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<td>Petithomme &amp; Fernández García, “Catalonian Nationalism in Spain’s Time of Crisis: From Asymmetrical Federalism to Independence?”</td>
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| WEEK 7 | MIDTERM EXAM & Research Paper Topic Due |

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<tr>
<th>WEEK 8</th>
<th>The Changing Face of the Mediterranean: the Impact of Refugees on Spain and EU</th>
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<td>Hammond, “The Mediterranean Migration Crisis”</td>
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<tr>
<th>WEEK 8</th>
<th>The Debate on Asylum Policies: Advantages, Disadvantages and the Ethical Issue I</th>
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<td>Wolff, “Migration and Refugee Crisis in the Mediterranean. What role for International Organizations?”</td>
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<th>WEEK 8</th>
<th>The Debate on Asylum Policies: Advantages, Disadvantages and the Ethical Issue II</th>
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<tr>
<td>Lisa, “EU, Spain and the refugee crisis”</td>
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<td>Debate: Should Spain Open the Doors to Immigrants?</td>
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<th>WEEK 9</th>
<th>Immigration, Race &amp; Ethnicity</th>
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<tr>
<td>Linhard, “Between Hostility and Hospitality: Immigration in Contemporary Spain”</td>
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<tr>
<td>Santaolalla, “Representations of Ethnicity and ‘Race’ in Contemporary Spanish Cinema”</td>
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| WEEK 9 | Visit to Red Cross Refugee Center |

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<tr>
<th>WEEK 10</th>
<th>FALL BREAK &amp; National Holiday: All Saints’ Day</th>
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<td>No classes will be held this week</td>
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<th>WEEK 11</th>
<th>Muslim Spain, Today</th>
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<tr>
<td>Flesler, <em>The Return of the Moor</em> Chapter 4 “Impossible Love. The presume incompatibility of Islam and (European) Spain”</td>
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<td>Online Video: “Hiyab” (dir. Xavi Sala) <a href="http://www.xavisala.com/?portfolio=hiyab">http://www.xavisala.com/?portfolio=hiyab</a></td>
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<td>Debate: Are there Incompatible Cultures?</td>
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| WEEK 11 | **11-M: The Return of the Moors**  
Tremlett, “11-M: Cristianos y Moros”  
Diosdado, *Harira*  
Pedrero, 3/11 |  |
| WEEK 12 | **New Chinatowns: Chinese Immigration to Spain**  
Toca Rey, “Chinese Community Struggles to Ride Out the Strain in Spain”  
Buck, “China’s Migrants Thrive in Spain’s Financial Crisis”  
Online Video: *Proverbio chino* (dir. Xavier San Román)  
www.youtube.com/watch?v=cYMFFR3kqnE | **Final Research Paper Due** |
| WEEK 12 | **The New Spaniards: Considering the Second Generation.**  
Vidal & Martínez, “An approach to codevelopment. The transnational migrating community: protagonist of codevelopment”  
Debate: Is there an Assimilation Process of Immigrants in Spain and EU? |  |
| WEEK 13 | **Chiñol: Hybrid Identities**  
Film: *Generación Mei Ming* (dir. David Gómez Rollán) |  |
| WEEK 13 | **Reconsidering Multiculturalism**  
Corbalán, “Questioning Cultural Hybridity in Spain: Perceptions of Latin American Immigration in Contemporary Spain” | **Visit to ACCEM** |
| WEEK 14 | **Student Presentations and Workshop**  
Students will give short presentations of their final papers and will have the opportunity to discuss them. |  |
| WEEK 14 | **Student Presentations and Workshop**  
Students will give short presentations of their final papers and will have the opportunity to discuss them. |  |
| WEEK 15 | **Spain Today and the Future of Migrations**  
Students will bring current newspaper articles to be discussed in class |  |
| WEEK 15 | **National Holiday: Día de la Constitución/Feast of Immaculate Conception**  
No class today. Self-guided make-up assignment in place of regular class session.  
Guidelines will be shared with students in class. |  |
| WEEK 16 |  
**FINAL EXAM** |  |