Course Title: Cultural Diversity in Contemporary Spain: Migrations, Identities and Historical Heritage

Course Code: GRAN ANTH 250

Subject: Social Anthropology, History, Sociology

Credits: 3

Contact Hours: 37.5

Semester/Term: 
- ☒ Semester
- □ J-Term
- □ Summer

Course Description:
This course offers a panoramic view of the heterogeneous sociocultural landscape of Spain focusing on its recent transformations linked to international migration. Students will gain insight into fundamental patterns, causes and consequences of the migratory flows in Spain and in the European Union. The ultimate aim of the course, which is to provide students with an in-depth understanding of the current debates on cultural diversity, will also require students to explore the changes that have affected the heterogeneous populations of the Iberian Peninsula throughout the centuries.

Through various fieldwork activities students will have an opportunity to acquire an in-depth knowledge of the local contexts affected by migrations and other phenomena which have shaped Spanish cultural diversity. The exploration of the landscape of Granada will enable students to capture how the past and the present have been shaped by multiple influences, global tendencies and cultural elements of diverse origins. The course will approach the current situation of Spain from an interdisciplinary point of view, using the lens of Sociology, Anthropology, Geography, Political Science, Economy and History. Through discussions in classes students will compare the Spanish case with that of the United States.

The course will be also a starting point for introducing students to the present context of Spain and the European Union and to dynamic relations between local, supranational and global trends. Using Granada as a case study, students will be able to gain a first-hand experience of a city profoundly shaped by historical influences of the Muslim world, centuries-old dilemmas linked to plurality and the impact of present-day international migrations. An embedded academic excursion to Morocco supports the exploration of Muslim culture.

Course Requirements:

Required Text:


**Additional Readings and Resources**

The students will be required to do additional reading for the group project that is to be developed throughout the course. Below you can find some suggestions of bibliographical resources that might be a good starting point for the project.


Main journals in English which publish papers related to international migrations and cultural diversity:
- Ethnic and Racial Studies
- Journal of Ethnic and Migration Studies
- International Migration Review
- Identities

**Assignments**

<table>
<thead>
<tr>
<th>Course Requirements</th>
<th>Percentages</th>
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<tbody>
<tr>
<td>Class Participation</td>
<td>15%</td>
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<tr>
<td>Course Work - Four Reflective Reports (25) and weekly thematic response assignments (15)</td>
<td>40%</td>
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<tr>
<td>Oral Presentation</td>
<td>10%</td>
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Group Project: class debate on a selected issue linked with course themes

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<tr>
<td></td>
<td>10%</td>
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<tr>
<td>Final Exam</td>
<td>25%</td>
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<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
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**Class Participation:**
Since the course aims at developing the ability to analyze critically the social contexts influenced by migrations and cultural diversity, students will be expected to participate actively in class. Involvement in class discussions will be evaluated after each session.

**Course Work (reports, group discussions, thematic responses, site visits/excursion etc.):**
Students may opt to submit their written assignments for the course in English or Spanish. The Spanish submission option gives students the opportunity to develop their Spanish writing skills and intensify their integration into Spanish life. Written work will be graded for content, so students opting to submit in Spanish must have the vocabulary and composition skills to produce work at a similar fluency to their English academic writing.

**Oral Presentation:**
Working in groups of 2-3, students will be required to do an oral presentation based on one of the course topics.

**Group Project: Class debate on a selected issue linked with course themes:**
During the last week of classes, there will be a final group discussion to debate on a selected subject linked with the course topics (i.e. Is migration positive for the economies of the receiving countries? Can Spain be considered a “machista” country?). Once the topics have been provided by the professor, the students should conduct bibliographic research in order to identify the arguments which are in favor and against the notion. The results will be presented through the debate conducted by the members of each group in class. The assignment should NOT be understood as an exchange of personal opinions, but as a presentation of well-structured arguments based on course readings and research. On the date assigned in the calendar, each group will submit an outline of their debate and the list of the sources consulted to support each argument.

**Final Exam:**
The exam aims at assessing the understanding and the basic knowledge of the main migratory trends in Spain and in Europe, as well as of the past and current debates on cultural diversity.

**Learning Outcomes and/or Expected Student Competencies and**
On completion of the course, students should be able to:
<table>
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<tr>
<th>Assessment Measures:</th>
<th>Learning Outcomes</th>
<th>Course Requirement that will be used to assess the student’s achievement of this outcome</th>
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</table>
|                      | Analyze the socio-cultural landscape of Spain taking into consideration historical transformations which have affected the territory and the populations of the region, using Granada as a case study. | ● Class Participation  
● Course Work (reports, group discussions, data analysis, presentations, site visits/excursion etc.)  
● Final Exam |
|                      | Explain the fundamental ways in which international migrations influence the contemporary world. | ● Group Project: class debate on a selected issue |
|                      | Compare the main migration theories and apply them in analysis of migratory patterns. | ● Class Participation  
● Final Exam |
|                      | Describe the past and present migrations in Spain and in the European Union. In order to adequately understand the impact of the international flows, students will have to conduct an in-depth analysis of migrations in Andalusia and Granada. | ● Class Participation  
● Course Work (reports, group discussions, data analysis, presentations, site visits/excursion etc.)  
● Final Exam |
|                      | Explain the main dilemmas linked to socioeconomic inequalities and cultural diversity linked to migrations. | ● Group Project: class debate on a selected issue |
|                      | Critically analyze the issues of identity, integration, inclusion and exclusion, focusing on the articulation of these phenomena and processes in Granada. | ● Class Participation  
● Course Work (reports, group discussions, data analysis, presentations, site visits/excursion etc.)  
● Group Project: class debate on a selected issue |
|                      | Critically analyze the issues of religion, identity, and integration in the context of modern Morocco and compare those with Spain. | ● Course Work (reports, group discussions, data analysis, presentations, site visits/excursion etc.)  
● Group Project: class debate on a selected issue |
|                      | Identify the influence of Muslim, Jewish and Christian heritage in Spain and Andalusia on the current debates of cultural diversity. | ● Class Participation  
● Course Work (reports, group discussions, data analysis, presentations, site visits/excursion etc.) |
<table>
<thead>
<tr>
<th>Session</th>
<th>Topic</th>
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<tr>
<td>Session 1</td>
<td>Overview of the current debates in the study of international migration</td>
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<td>Session 2</td>
<td>International migrations: past and present</td>
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<td>Session 3</td>
<td>Spain and migration: causes, consequences and challenges</td>
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<td>Session 4</td>
<td>Cultural, socioeconomic and legal diversity in the migratory context of Spain I</td>
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<tr>
<td>Session 5</td>
<td>Cultural, socioeconomic and legal diversity in the migratory context of Spain II</td>
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<td>Session 6</td>
<td>Current and past debates on cultural diversity in Spain</td>
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<td>Session 7</td>
<td>Migrations, Policy and Society in Spain and in the European Union: Membership, belonging and citizenship</td>
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**Site Visit I**

Local Excursion I (3 hours): Exploration of landscapes shaped by multiple cultural influences today: Albaycín

Albaycín, situated on a hill which faces Alhambra, is a part of the medieval section of Granada. Along with Alhambra and the gardens of Generalife, it has been included on the UNESCO World Heritage List. The historical past of Albaycín is reflected in its Moorish and traditional Andalusian architecture. Largely thanks to the relatively recent migratory flows from Northern Africa and from other parts of the world, this quarter is a site of renewed religious plurality. Its cultural dynamism, historical landscape and international character transform Albaycín into a unique site for exploring sociocultural diversity.

The site visit will be an opportunity for immersion in the context shaped by multiple cultural influences. Students will learn about the history of the zone and the impact of migrations, tourism and local conflicts on its present character.

**Site Visit II**

Local Excursion II (3 hours): Exploration of landscapes shaped by multiple cultural influences today: Zaidín

Zaidín is off the typical tourist itineraries of Granada. In sharp contrast with Albaycín, it does not attract visitors through its historical architecture or its atmosphere of medieval Andalusia. However, the diversity of the present-day Spain cannot be understood properly if students do not move away from the touristic destinations and get an insight into everyday life which takes place beyond city centers. Zaidín, characterized by predominance of housing built to satisfy the needs of the working class of Granada, has become, in the
recent decades, a truly multicultural district. Populated with immigrants from Morocco, Senegal, Romania and multiple other origins, it is an ideal setting for the analysis of relations between the receiving society and immigrant communities.

Through the excursion students will pursue understanding of the history and present-day dynamics of everyday life in immensely diverse Spanish cities.

**Excursion**

4-day Excursion: Morocco
Granada’s historical bonds with Maghreb are today reinforced by migrations from that region. Moroccans, along with Romanians, are the most numerous immigrant community in Spain. The understanding of today’s migratory flows is not possible if we limit our analysis only to the country of destination. The information revolution and the space-time compression have a direct impact on the transnational linkages maintained by the migrants with their origin. The trip to Morocco will serve to complement the analysis of cultural plurality conducted in Granada. The first-hand experience of the cultural wealth and heritage of Morocco will enable the students to trace its influences in architecture, landscape, language and customs of today’s Spain and Andalusia.

**Other Policies:**

**Expectations**
Professional behavior is expected of all students. This includes preparation for classes, on-time attendance at classes, attendance at all group sessions and appropriate participation in the form of attentiveness and contributions to the course. Respect for the academic process is the major guiding principle for professional behavior and extends to all communications, including e-mail.

**Attendance/Participation**
Prompt attendance, full preparation, and active participation in class discussions are expected from every student in every class session.

**Course Policies**
For e-mail communications, students must use their Arcadia University email account. Students are responsible for any information provided by e-mail or through Intranet postings.

**Plagiarism**
Representation of another’s work or ideas as one’s own in academic submissions is plagiarism, and is cause for disciplinary action. *Cheating* is actual or attempted use of resources not authorized by the instructor(s) for academic submissions. Students caught cheating in this course will receive a failing grade. *Fabrication* is the
falsification or creation of data, research or resources to support academic submissions, and cause for disciplinary action.

**Late or Missed Assignments**
Will not be accepted for grading.

**Students with Disabilities**
Persons with documented disabilities requiring accommodations to meet the expectations of this course should disclose this information while enrolling into the program, and before leaving the United States so that appropriate arrangements can be made.

**Title IX Statement**
Arcadia University is committed to providing a learning, living, and working environment that is free from discrimination. The University has an Interim Policy Prohibiting Sexual Harassment and Sexual Misconduct detailing our commitment to preventing and addressing such behavior. I understand the impact that sexual harassment and sexual misconduct can have and am committed to doing my part to foster an environment that is safe and equitable.

Please know that all faculty on campus are mandatory reporters. This means that if you disclose an experience of sexual harassment or sexual misconduct to me outside of a classroom discussion, a writing assignment, or a University-approved research project, I must share what you reported to me with the Director of Arcadia’s Office of Equity and Civil Rights/Title IX Coordinator, Nora Nelle (nellen@arcadia.edu). This does not mean that you will have to pursue an investigation or go through a grievance process. Even if you do not choose these options, the Office of Equity and Civil Rights/Title IX can provide supportive measures and other resources to you.

If you or someone you know has experienced sexual harassment or sexual misconduct, please know that you are not alone. If you would like to speak to someone confidentially, confidential resources are provided on the Office of Equity and Civil Rights website.

**Prerequisites:**
None.

**Country and Program Connection:**
The course presents an opportunity to engage with the problems that affect the social reality both on the local level (Granada), national (Spain) and supranational (the context of the European Union). The comprehension of the current and past processes which have shaped the cultural landscape of Spain is necessary to understand the debates and dilemmas which structure social relations and conflicts in the area. The students are expected to improve their knowledge of the receiving context as well as to develop capacities to critically assess the current social tendencies in the region.