

TITLE: PEOPLES OF SPAIN: CULTURAL DIVERSITY, PAST AND PRESENT

LANGUAGE: English

TOTAL HOURS: 45 hours

CREDITS: 3

SIS Course Code: IS 305

JU Code (will appear on a Jacksonville University transcript as): IS 305 Social Science Special

Topics: Peoples of Spain: Cultural Diversity, Past and Present

DESCRIPTION

Spain is one the most diverse countries in continental Europe. The Peninsula has long been a destination for peoples coming north from Africa, west from Europe, and most recently, east from the Americas. We will open with a brief exploration of the “ethnic fusion” – the native Iberian, Celtic, Latin, Germanic, and Semitic peoples that settled the Peninsula. We will then move to the historical roots of those linguistic groups that enjoy political autonomy and clamor for independence today, including Catalans and Basques. The next subject is religion. We will discuss the famous three religions of medieval Al-Andalus, address similarities with contemporary multiculturalism, and explore the return of Jewish and Islamic minorities to Catholic Spain today. The last few weeks will be dedicated to an in-depth analysis of the latest wave of migrants. These include refugee populations from war zones in Syria and sub-Saharan Africa, and more traditional economic migrants from the Americas, Morocco and Asia. Along the way, we will address resistance to diversity. To be sure, Spain has and continues to suffer from conflict, antisemitism, and the imposition of cultural and religious uniformity. The course incorporates field studies and interactive components to ensure that students will have the opportunity to explore first-hand the successes and tensions inherent in Spanish diversity today.

COURSE OBJECTIVES

By the end of the course, students will be able to:

- Outline the history of the Iberian peninsula and the groups that have settled here over the millennia
- Recognize the regional identities in Spain including the linguistic and cultural diversity within the country
- Make sense of the political conflicts in Spain today in the light of its diverse national and linguistic identities
- Compare and contrast Spain’s immigration and integration policies with those of their home country
- Analyse the impact of globalization in Spanish national identity

METHODOLOGY

- **Lectures:** The instructor will present lectures designed primarily to contextualize the readings within a given historical period, and to broaden the subject of the reading into a wider framework.
- **Class discussions and debates:** Students will lead class discussions and debates in which the challenge will be to discuss how the readings help illuminate and serve to question the broad themes of a given historical period.
- **Field studies and guest Speaker:** Students will attend two field studies. We will visit the Roman Medieval quarter in Barcelona to illustrate the ethnic and religious fusion in early Hispania and we will visit El Raval so students can witness the ethnic fusion of today. We will also a guest speaker from the Muslim community in Barcelona.
- **Student presentations:** The final two sessions of class will be dedicated to short presentations. Presentations should promote debate and discussion, in order to enhance collective and individual learning.

EVALUATION

Attendance to classes and field trips is mandatory; poor attendance will affect the final grade of the student as well as the everyday participation grade.

The final grade consists of: class participation, class presentation, a midterm written exam, a final written exam, and a final paper.

The breakdown of grades is made up as follows:

Class participation	15%
Class presentation	15%
Midterm written exam	25%
Final written exam	25%
Final paper	20%

Class Participation: Active class participation includes coming to class prepared and on time, having read the material for that day and showing active reflection on that material, answering questions from the professor, generating questions and engaging in group activities using required reading for that day. Students are encouraged to express their opinions in class with the professor and the other students.

Exams: Both the midterm and the final exams may contain a mix of short answer and essay questions aimed to test the students' full comprehension of facts and the ability to argue his/her opinions based on class material.

The guidelines for exams are as follows:

- Any student found cheating will automatically fail this examination. Additional sanctions may be imposed.
- Talking or communicating with other students during the examination is forbidden.

- Desks must be cleared of all books, notes and papers. All unauthorized materials must be put away and remain out of sight throughout the examination.
- All telephones and electronic devices must be turned completely off during the exam.
- Students arriving later than 15 minutes will not be allowed into the classroom to take the examination, subject to the decision of the instructor.
- At the end of the examination students will remain seated until their papers are collected. No one may leave the room until excused.
- Should assistance be required, students will attract the attention of the instructor.
- Failure to follow these rules will automatically lead to failure of this examination.

Presentations: Students will be required to present their group final project to the class. The presentation will engage the rest of the class in a discussion.

Final Project: The final project will be a collaborative paper (3 students) that will consist on the in depth exploration of the life of a national immigrant community in Barcelona. The students will choose among the Chinese, Pakistani, Ecuadorian, etc. communities and will research their living and working conditions, issues of education, inclusion/exclusion, etc. Each group will discuss with the professor the specificities of their project and how to bring it to fruition. Rubrics will be provided.

FIELD STUDIES

As stated above, this class will have 2 field studies and one guest speaker in addition to the experiential activities that will be carried out by the different groups for their final collaborative projects. The field studies will be:

- Walking tour of the Roman/Medieval quarter of Barcelona. This walking tour will bring to light the “melting pot” that Iberia was in antiquity and all the way to Modernity.
- Walking tour of El Raval neighbourhood, epitome of the coexisting immigrant communities of today's Barcelona, Catalonia and Spain.
- Guest Speaker. We will invite somebody from the Islamic communities in Barcelona to discuss with us the challenges of religious minorities in today's Spain.

COURSE CONTENT

SESSION	CONTENT	READINGS / ASSIGNMENTS
1	Introduction to the Course expectations	
2	In the beginning was Iberia. The Ethnic fusion: Roman, Germanic and Semitic peoples of Spain	Williams, 15-45
3	The emergence of linguistic and proto national identities in the Middle Ages:	Williams, 45-65

	Castile, Aragon, Navarre and beyond	
4	The coexistence of religions The land of the three cultures	Williams, 65-87
5	Field study	
6	Modernity and homogeneity: the expulsion of the Moors, Jews and the Conquest of America The Spanish Monarchy	Williams, 87-111
7	The long twentieth century: the emergence of Catalan, Basque and national identities. The Civil War. Francoism and National Catholicism	Hooper, 26-35 Tremlett, 324-396
8	MIDTERM REVIEW	
9	MIDTERM	
10	The return of Democracy Catalan and Basque nationalism reconstituted	Balfour and Quiroga, 127-161
11	Not so Catholic Spain Muslim, Jews and Evangelical Christians in Spain today Guest Speaker from the Muslim Community in Barcelona	Hooper, 91-108
12	International Integration. The New European Identity	Balfour and Quiroga, 161-196
13	The economic migrants of the early 21 st century. The return of ethnic and religious diversity Immigration from Northern Africa, Latin America and Asia The political refugees	Muñoz de Bustillo, José
14	Field Study Walking tour of El Raval	
15	From an emigrant to an immigrant society: the challenges of globalization I	González Enríquez, Carmen
16	From an emigrant to an immigrant society: the challenges of globalization II Islamophobia, antisemitism, populisms, nationalisms	Anouar, Majid, 123-161
17	FINAL PRESENTATIONS	
18	FINAL EXAM	

**Number of sessions and order of assignments may vary depending on the term.*



ACADEMIC INTEGRITY

SIS programs foster critical thinking and intellectual development of its students. In doing so, SIS requires that students introduce their original thoughts, opinions, and ideas in all of their assignments with the support of cited sources. Any violations of academic integrity—such as cheating, plagiarism, self-plagiarism, academic misconduct, fabrication, misuse or misrepresentation of research, and noncompliance - may result in an automatic “F” or immediate dismissal from the program if the student falls below the minimum number of credits required for the term; 12 credits during the semester, or 3 hours during the summer.

Cheating: Any action that violates the rules and guidelines given by the instructor for submitting assignments or exams.

Plagiarism: Any action that presents the ideas, opinions, research, etc. of another as your own.

- Directly copying another’s work without citing sources
- Submitting another person’s work into your own without properly citing the source(s) used.
- Paraphrasing another person’s work without providing appropriate citations

Self-Plagiarism: Submitting a piece of one’s own work to receive credit for multiple assignments in one or more class.

Academic Misconduct: Any act that impedes or threatens the open exchange, expression, or flow of information or fair evaluation of students. This includes intimidation and complicity in any acts or attempts to interfere with the ethical and fair submission and evaluation of student work.

Fabrication: Providing inaccurate or false information, including research findings, quotes, and cited sources, etc.

Non-Compliance: Failure to comply with the values, objectives, and procedures contained in this policy.

As SIS is accredited by Jacksonville University, students are held accountable to JU’s [Academic Integrity and Code of Conduct](#). You are expected to read and understand the JU terms and regulations of Academic Misconduct.

(<https://drive.google.com/file/d/1PyZmN0EAH1o4bKVZdZXVYKw-wdiwXewx/view>)

ATTENDANCE POLICY

There are no excused absences. If a student misses class because s/he is sick, it counts as one of the allowed absences. Quizzes, exams and participation points that are missed because of an absence cannot be recuperated. Students that arrive late (5+ minutes) will be marked as absent for the day.

Semester Allowed Absences: Students are allowed three absences throughout the semester without penalty. These permitted absences are meant to be used for sick days. Starting with the fourth absence, the student's final grade will be lowered by a fraction of a letter (1/3 of a letter grade) per additional absence. For example, if a student has 4 absences and a final grade of B+, the grade will be lowered to a B, if 5 absences the grade is lowered to B-.

Summer & January Term Allowed Absences: Students are allowed two class absences without penalty. There are no excused absences, as these permitted absences are meant to be used for sick days. Starting with the third absence, the student's final grade will be lowered by a fraction of a letter (1/3 of a letter grade). For example, if a student has 4 absences and a final grade of B+, the grade will be lowered to a B, if 5 absences the grade is lowered to B-.

BIBLIOGRAPHY

Required Readings

- Balfour, Sebastian & Alejandro Quiroga. (2007) *The Reinvention of Spain: Nation and Identity since Democracy*. Oxford: Oxford UP.
- Berdichevsky, Norman (2004). *Nations, Language and Citizenship*. London: Mc Farland.
- González Enríquez, Carmen (2016), *Highs and Lows of Immigrant Integration in Spain*. *El Cano Royal Institute*, June 2016.
- Hooper, John (2006). *The New Spaniards*. London: Penguin, 2006.
- Majid, Anouar (2009). *We are all Moors. Ending Centuries of Crusades Against Muslims and Other Minorities*. Minneapolis: University of Minnesota Press.
- Muñoz de Bustillo, José (2010). *From Sending to Host Societies: Immigration in Greece, Ireland and Spain in the 21st Century*, *International Relations Journal* 41: 6, 563-583.
- Tremlett, Giles (2006). *Ghosts of Spain. Travels through a Country's Hidden Past*. London: Faber and Faber.
- Williams, Mark (2000). *The Story of Spain*. Santana Books.

Recommended Readings

- Chislett, William (2013). *Spain, What Everyone Needs to Know*. New York: Oxford UP, 2013. Print.
- Gies, David T., ed. (2000) *The Cambridge Companion to Modern Spanish Culture*. New York: Cambridge UP.
- Graham, H. & J. Labanyi, eds (1995) *Spanish Cultural Studies: An Introduction*. New York: Oxford UP.