



CIEE Seville, Spain

Course title:	Migrations in Today's Globalised World
Course code:	SOCI 3006 CSLC
Programs offering course:	Advanced Liberal Arts, Business and Society, Communications, New Media and Journalism Spanish, Liberal Arts
Language of instruction:	Spanish
U.S. semester credits:	3.00
Contact hours:	45.00
Term:	Fall 2023

Course Description

The human presence all over the world is the result of a journey that has existed for thousands of years. Migrations are nothing new, but something inherent to our species. From the perspective that current human odysseys are a universal phenomenon, driven by the search for a better life and as old as humanity itself, this course will offer insight into migrations of the 21st century, together with their causes. We will focus on two important flows and destinations: to Europe, from Africa and the Middle East across the Mediterranean Sea -- as do people from war-torn Syria -- and to the United States, from Cuba, Central and South America, through the Strait of Florida and the Mexican border. Special emphasis will be placed in Andalusia, in Southern Spain, with its heavily transited border between the European and African continents, a mere 14 kilometers (9 miles) apart at the Strait of Gibraltar. Hundreds of thousands of individuals have arrived as either legal or illegal migrants to this Southern limit of Europe over the past three decades. Most of them came by car or plane, but others, without a visa, could only resort to a dangerous and clandestine trip across the sea aboard precarious boats or rafts. Several thousand women, men and children are dying every year while trying to reach the safety and freedom of the United States and the European territories, including the Spanish coast of Andalusia. Their tragedy is the crudest evidence of the disequilibrium affecting the relations between developing countries and the powerful states of the North. Yet Europe and America own much of their progress as open societies to the hopes of people coming from abroad. The professor will provide many real testimonies collected on his travels as a journalist in Africa, the Middle East, Europe, South America and, most recently, Cuba, the US, and Pakistan.

Learning Objectives

By completing this course, students will:

- Contrast the different aspects of the odysseys of people — many of whom are of the same age as they are — who leave their homes in Afghanistan, Syria, Eritrea, Senegal, Guatemala, Mexico or Cuba, travel for days, weeks, and even months or years, through forests, deserts, seas and borders in order to start a new yet difficult life in Spain, the United States, the UK or Germany.
- Analyze the many dimensions involved in these personal odysseys: the economy of the home and host countries; conflicts in origin; links of dependency between the former colonies and their metropolis; human rights and international laws; national and supranational policies on immigration and integration; control and border repression on clandestine immigration; operations of rescue and the role of the NGOs; solidarity or xenophobia; social, economic, cultural contributions of the new communities to their host countries; attitudes of the native population; etcetera.
- Connect with a number of individual and concrete stories that will allow them to focus their gaze on a wider global picture.
- Research their own roots as descendants of other migrants, confronting the story or stories of their families with the lives and motivations of other people seen in class.

Course Prerequisites

This course is suited for students who with an intermediate to advanced level of Spanish.

Methods of Instruction

Examples for analysis and discussion will be provided in a variety of methods: journalistic and non-journalistic texts (all of them available on Canvas), videos, class presentations and discussions, guest lecturers, site visits, and out-of-class explorations.

Assessment and Final Grade

1. Midterm Assignment	20%
2. Test on Geography and International Relations	15%
3. Presentation on a country of origin	15%
4. Final Assignment	30%
5. Participation	20%
TOTAL	100%

Course Requirements

Midterm Assignment

Students will interview and write an in-depth article (1,500 to 2,000 words) about the story of a migrant person, including the different aspects seen in class (personal motivations, the context of the country of origin, the journey, the life in the host country, expectation, etc.). These written testimonies will be complemented with documents and audiovisual materials, both from the archives of students' families and new, such as photographs, videos and audio files.

Test on Geography and International Relations

After the first three weeks of class, there will be a test on the current geography of migrations and the essential concepts and trends implied (as international relations, economy, cultural identities). The questions will relate to the explanations seen before in class.

Presentation on a country of origin

Students (individually or in pairs, depending on the number of participants in the course) will do an oral presentation in class focusing on one of the main countries of origin of migrants. They will have to explain the different causes of the exodus and portrait a profile of its particular circumstances.

Final Assignment

In the second essay (1,500 to 2,000 words), the objective will be to research, document and explain the migratory story of his or her own family and ancestors to the US, investigating how they lived in their country of origin and how was their process of adaptation to their new American home. These written testimonies will be complemented with documents and audiovisual materials, both from the archives of students' families and new, such as photographs, videos and audio files.

Participation

Students will be required to actively discuss and come prepared to class, reading the texts provided by the professor. In-class discussions will be encouraged at all sessions. Class participation will therefore be graded according to the students' previous readings and reflections about the provided texts. Active participation means not only attendance (being there) but discussion with relevant basis (text-based and not just random personal experience and background), asking and answering questions in class, engaging in class discussions and dialogues with class mates, questioning information presented and discussed. Students are expected to be proactive, to actively discuss and come prepared to class, reading the texts provided. They will be supported, guided and monitored continuously by their professor.

Attendance

To encourage engaged learning, regular class attendance is required throughout the program. This includes any required co-curricular class excursion or event, as well as internship, service-learning, or other required field placement.

An excused absence in a CIEE course will only be considered if approved by a CIEE Center Director/Academic Director (not the Instructor), and:

- it is a self-certified absence for illness (only once per course, requires formal request before or within 24 hours, cannot miss assessment worth more than 5% of final course grade)
- a doctor's note from a local medical professional is provided
- evidence of a family emergency is provided
- it is a pre-approved observance of religious holiday

Unexcused absences include personal travel and/or travel delays, as well as missing more than 25% of a single class period (including tardiness and early departure). Assessments missed due to unexcused absences will be marked as zero. Students with over 10% unexcused absences will be contacted by CIEE staff. Students with over 20% unexcused absences will be contacted by CIEE staff, receive a formal warning letter (shared with their home institution) and lose 10% of the final course point total (e.g., a final A grade of 93% will be lowered to a B grade of 83%).

For more detail, please consult your CIEE Academic Manual.

Academic Integrity

Academic integrity is essential to a positive and inclusive teaching and learning environment. All students are expected to complete coursework responsibilities with fairness, respect, and honesty. Failure to do so by seeking unfair advantage over others or misrepresenting someone else's work as your own can result in grade penalties or disciplinary action. See the CIEE Student Academic Manual for further information on academic integrity.

N.B. Course schedule and co-curriculars are subject to change. The final duration and distribution of content and assignments will be determined and presented to students at the onset of the course.

Weekly Schedule

Week 1

Class: Introduction to the course and preliminaries: overview of the syllabus.

Students' and professor's concerns and expectations. Style sheet for the presentation of written assignments. Humanity on the move: the expansion of mankind around the world from prehistory. Overview of the main migratory routes in the XIX, XX and XXI centuries. The cases of Spain and the United States. Global statistics.

- Reading: *Odiseas*, by Eduardo del Campo; "Fronteras: las rutas migratorias en el mundo", pages 55-77.
- Reading: *Informe sobre las migraciones en el mundo 2018*, chapter 2, "Migraciones y migrantes: una perspectiva global", pages 15-48.

Week 2

Class: When the foreigners were us:

Cases of emigration and exile of Spanish people to America and Northern Europe, and of European people to the United States in the XIX and XX centuries.

- Screening (an introduction will take place in class and students will have access to the film outside class hours): *America, America*, fiction film by Elia Kazan which portrays the journey of a young Armenian from Turkey to the US in the early 20th century.
- Reading: "La historia de Reyes Verdugo Cruz: de la España del franquismo a las fábricas del 'milagro' alemán", in *Odiseas*, pages 323-335.

Week 3

Class: Why do they (we) move?

Insecurity and socio-economic imbalances as causes of exodus. Cases of Syria, Eritrea, Mexico, Cuba, Morocco, Mali, and other countries.

- Screening and discussion (an introduction will take place in class and students will have access to the film outside class hours): documentary *Cruzando fronteras*, by Emilia Ayala, on migration of Central Americans to the US through Mexico.
- Reading: *Éxodo. Diario de una refugiada española*, by Silvia Mistral, pages 71-111.
- The student has until this week to **decide the topic of the midterm and final assignments.**
- **Test: the geography of current migrations.**

Week 4

Class: Seeking shelter. The right of asylum, and the obstacles to apply for it.

The mission of the United Nations High Commissioner for Refugees (UNHCR) and the International Organization for Migration (IOM).

- Reading: "'Poeta, te vamos a matar'. La historia de Jairo Valencia Gómez", in *Odiseas*, pages 147-175.
- Guest lecturer: meeting with the journalist Jairo Valencia Gómez, who will explain his case as a refugee in Spain, where he applied for asylum after receiving death threats in his home town in Colombia.

Week 5

Class: The Mediterranean routes (from Africa).

Survivors and victims of clandestine immigration in the Sahara Desert, the Strait of Gibraltar, the Canary Islands, Libya, and the Strait of Sicily. Military and police control in the Southern border of Europe and the Northern shore of Africa. Life in transit cities as Maghnia (Algeria), Tangiers (Morocco) and Misrata (Libya). The evolution of border fences between Spain and Morocco in the African Spanish enclaves of Ceuta and Melilla. The work of Frontex, the European Agency for Border Control. Rescue missions of NGOs as Doctors Without Borders, Proactive Arms, or Proem-Aid (a group of firefighters from Seville). Discussion about boats departing from Libya.

- Reading: "La historia de Albert Yaka: a través de África, de Camerún a Melilla", in *Odiseas*, pages 23-53.

Week 6

Class: The Mediterranean routes (from the Middle East).

The exodus of Syrians, Iraqis and Afghans, among other nationalities, from Turkey to Greece en-route to Germany and other Northern European countries. The policies of the European Union and the different national states involved as countries of origin, transit and destination. The reactions among the public opinion, the political parties, the media, and the NGO. The business of illegal transport of migrants.

- Reading: press dossier on Syria and Turkey.
- Screening: *Contramarea*, a documentary by María Iglesias, Carlos Escaño and Jaime Rodríguez on the crisis of refugees in the Greek island of Lesbos.
- **Hand-in of the midterm assignment.**

Week 7

Class: Presentation of the midterm articles

Presentation of the midterm articles on the stories of immigrants and their communities.

- Reading: "La historia de Rachid Al Etare: un niño polizón en el Estrecho", in *Odiseas*, pages 265-280.
- Visit: meeting with the Asociación Mujeres entre Mundos and her director, the Nigerian activist Gloria Ekereuwen.

Week 8

Class: The routes to America (from Cuba to Florida I).

Historic overview on the relations of Cuba with Spain and the United States. The Revolution of 1959 and the first waves of exiles. The exodus of Mariel in 1980. The *balseros* (rafters) crisis in 1994. The 'wet foot dry foot' law. Today's situation in Cuba. Testimonies from the ground in Miami, Havana and Seville (I).

- Reading: *World Migration Report 2015*, chapter 4, "Los migrantes como agentes del desarrollo internacional", pages 159-167.
- Screening: *Balseros*, a documentary by Carles Bosch and Josep Maria Domènech on Cubans leaving the island in rafts during the 1994 crisis.

Week 9

Class: The routes to America (from Cuba to Florida II).

From the Missile Crisis to Obama's visit. Testimonies from the ground in Miami, Havana and Seville (II).

- Reading: press dossier on the political transition in Cuba.
- **Presentation by the students: country profile.**

Week 10

Class: The routes to America (the Mexican border).

International, American and Spanish laws, a comparison. Trump and the Mexican Wall. Overview on the economic exchanges between Mexico and the US. Human traffickers.

- Reading: *El rumor de la frontera: viaje por el borde entre Estados Unidos y México*, by Alfonso Armada, pages 100-135.

Week 11

Class: Demography, culture and society:

From xenophobia to fusion. Anti-immigration parties and social movements in Europe and the USA. Prejudices and stereotypes. Islam and islamophobia. Jihadist terrorism and its effects. The new generations. The future of migrations and its legal and political treatment: debates and trends. The political role of minorities. The right to vote, the freedom of movements and the universal citizenship.

- Reading: *Informe sobre las migraciones en el mundo 2018*, chapter 9, "Migraciones, extremismo violento y exclusión social", pages 237-254.
- Discussion: is a world without borders possible?

Week 12

Class: Conclusions of the course. Future projects of the students in this field.

- Screening (an introduction will take place in class and students will have access to the film outside class hours): *Lamerica*, by Gianni Amelio.
- **Hand-in and presentation of the final articles** on personal family roots.

Course Materials

Readings

In addition to the materials indicated in this syllabus, all of which will be provided by the professor either in print or through links to different websites, the following are articles, chronicles or books which may support the students' interest in some of the topics presented in the courses:

Compulsory

- Armada, Alfonso. *El rumor de la frontera: viaje por el borde entre Estados Unidos y México*, Península, Barcelona, 2006. Pages 100-135.
- Del Campo, Eduardo. *Odiseas*, Fundación José Manuel Lara, Sevilla, 2007. Pages 23-53, 57-67, 147-165, 265-280, 323-335.
- Mistral, Silvia. *Éxodo. Diario de una refugiada española*, Público, Madrid, 2011. Pages 71-111.
- Organización Internacional para la Migración, OIM. *Informe sobre las migraciones en el mundo 2018* (International Organization for Migration, IOM. *World Migration Report 2018*), Geneva, 2018. Pages 15-48, 237-254. Spanish: https://publications.iom.int/system/files/pdf/wmr_2018_sp.pdf. English: http://publications.iom.int/system/files/pdf/wmr_2018_en.pdf.
- OIM. *Informe mundial sobre las migraciones 2015* (World Migration Report 2015), Geneva, 2015. Pages 159-167. Spanish: http://publications.iom.int/system/files/wmr2015_sp.pdf English: http://publications.iom.int/system/files/wmr2015_en.pdf

Additional resources

- Armada, Alfonso. *Cuadernos Africanos*, Península-Altair, Barcelona, 1998
- Del Campo, Eduardo. *De Estambul a El Cairo*, Almuzara, Córdoba, 2009.
- Kapuściński, Ryszard. *Ébano*, Anagrama, Madrid, 2004.
- Kapuściński, Ryszard. *Encuentro con el otro*, Anagrama, Madrid, 2007.
- Téllez, Juan José. *Moros en la costa*, Debate, Madrid, 2001

Media Resources

America, America (Elia Kazan, 1963).

Balseros (Carles Bosch and Josep Maria Domènech, 2002).

Contramarea (María Iglesias, Carlos Escaño and Jaime Rodríguez, 2016).

Cruzando fronteras (Emilia Ayala, 2010), in <http://www.rtve.es/noticias/20100224/portada-cruzando-fronteras/319806.shtml>.

Lamerica (Gianni Amelio, 1994).