

# Movimiento Constante: Migration, Refugees, and Tourism in Spain

**Faculty organizers:** Michelle Gricus and Robert Casas Roigé

**Language of Instruction:** Spanish and English

**Credits:** SPAN 397 (X-Credit), SPAN/SOWK 375: Independent Study (Undergraduate), HUM 575: Independent Study (Graduate)

**Dates:** May 19<sup>th</sup>-31<sup>st</sup>, 2020



## **Background**

Every single culture originates from human movement and from the exchange, collaboration, conflicts, and clashes, established amongst different groups of people. Barcelona is not an exception. Being a western Mediterranean metropolis, through its history, the city has been defined by the cultures and people who arrived, remained, and moved, leaving their traces in Barcelona's past and present.

It is no wonder that the city is proud to define itself as a "ciutat d'acollida" (hosting city) or, lately, as a "ciutat refugi" (shelter city). But, is this for real or just a catchy marketing motto? In the midst of the worst humanitarian crises that the world has faced in the last decades, the city is definitely fighting to maintain its role as a welcoming space.

On the other hand, its increasing popularity (most visited city in Spain in the last decade and 17<sup>th</sup> in the world) and the economic dynamics of migration, tourism, and gentrification challenge the city's way of life and the healthy coexistence of locals and visitors; migrants and refugees.

All the above-mentioned factors make Barcelona an invaluable place to learn about human movement and to explore a variety of policies and projects coming from administrations, city governments, neighbors' associations, NGOs, etc.

## **Course Description:**

This course will provide students with knowledge and frameworks for understanding the experiences of immigrants and refugees in Spain. The course addresses perspectives related to uprooting, displacement, resettlement, and adaptation.

We will also critically rethink global tourism, while learning about alternative projects to welcome visitors, while protecting the local social tissue.

## **Learning Objectives:**

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

- Define the concepts guiding human mobility
- Build the ability to discuss causes, trends and patterns of movement, migration, tourism, and the politics of how we portray and manage these concepts.
- Identify the ways tourism impacts metropolitan and rural areas
- Analyze power dynamics from the micro-level to the macro-level with contemporary migration issues and practice.
- Improve the ability to communicate (in Spanish and English) at a high register through discussion of guest lectures, field trips, films, documentaries, secondary readings, and culture.
- Collaborate and work in a group setting, where each student will contribute to the learning and well-being of the others.
- Gain self-confidence by adapting to a new culture.

**Course Prerequisites:**

Students are expected to have familiarity with the Spanish language, though fluency is not required.

Students who find this course most interesting will have an interest in social work, sociology, and globalization.

Students are expected to adhere to this behavior policy: Students are, at all times, expected to exhibit respectful sensitivity to the host culture, and conduct themselves in ways that demonstrate high regard for the intellectual and cultural experience in which they are engaged. Students are privileged to be guests in another country, and are responsible for maintaining a positive attitude and demonstrating respect for self and others. Students recognize that they reflect Hood College, the United States.

**Methods of Instruction:**

This course is structured in lectures, learning activities, field trips, and community engagement.

Lecture classes will be conducted by the faculty leading the trip as well as special guest lecturers from the community.

Full student participation is required in all activities related to this course.

**Assessment:**

*This experience will be available as a 1, 2, or 3 credit course in the previous spring or upcoming fall semester. Successful completion of the specified number of credits requires students to complete all associated activities. Students may also opt to take this class for no academic credit, but are required to complete the activities required of a 1-credit course:*

*1 credit:*

- *Journal:* Students will keep a daily journal and/or participate in a discussion board on Blackboard during their time in Spain.
- *Final Project—Digital Storytelling:* Students will focus on a significant moment during their time abroad and share this through voice, music and visuals in a video no longer than four minutes. This project allows students to reflect profoundly on perceptions of identity in the US and Spain. This video could be shared with hosts in the home country, members of the Hood community, etc.
- *Participation:* Students will be active participants at pre-departure sessions and all planned events in the host country, complete all assignments on time, adhere to the Hood College Student Code of Conduct and the laws/social norms of the host country.

*2 credits:*

All of the activities required of the 1-credit course, **plus:**

- *Language reflection:* 3-4 page reflection on student's use of the Spanish language in the host country.
- *Comparison paper:* 3-4 page comparison between something in the host country and the student's home culture. The paper should demonstrate student's ability to make ethno-relative cross-cultural comparisons.
- Regularly scheduled meetings with faculty member during semester course credit is earned, up to 5 hours.

*3 credits:*

All of the assignments required of the 2-credit course, **plus:**

- Weekly meetings with faculty member during semester course credit is earned
- *Presentation:* 10-15 minute formal presentation in a SPAN or SOWK class that captures the student's experience abroad using at least six outside sources **OR**
- *Analysis:* Referencing at least four of the required readings (including at least one film) for this course plus an additional two peer-reviewed sources, students will write an 8-10 page analysis on a course-related topic.
- Additional readings as determined by faculty member/student on a related topic, plus two 3 page reading reflections.

**Guest speakers:**

- Oriol Amorós, Secretary of Equity, Migrations, and Citizenship, Generalitat de Catalunya (Catalan Government)
- Rebecca Swanson, CIEE, Barcelona's Art History expert.
- Representative of the "Sindicato popular de vendedores ambulantes de Barcelona" (Street Vending Union)
- Adil Qureshi, psychiatrist, Vall d'Hebron Hospital of Barcelona, "Unitat de psiquiatria transcultural" (Migration and Mental Health unit)
- Representative of the Immigrant, Migrant and Refugee Service of the Barcelona City Hall
- Representative of the Open Arms NGO
- Agus Morales Puga, journalist and writer
- Representative of the Associations of neighbors of the Sagrada Familia neighborhood against the massification of tourism

## Course Schedule:

Day	Date	Scheduled activities	Preparation Activities
Day 0 T	5/19	<ul style="list-style-type: none"> <li>Leaving from WAS</li> </ul>	Kurdi, T. (2018)  Journal entry  Discussion board post
Day 1 W	5/20	<ul style="list-style-type: none"> <li>Arrival to Barcelona</li> <li>Pick up from the airport</li> <li>Orientation at the Hostel/Dorm</li> <li>Short tour</li> <li>Welcome Dinner</li> </ul>	Journal entry
Day 2 Th	5/21	<b>MIGRATION</b> <b>am</b> <ul style="list-style-type: none"> <li>Barcelona's history and migration (<a href="#">classroom</a>)</li> <li>Oriol Amorós, Catalan Government (<a href="#">classroom</a>) - Secretary of Equity, Migrations, and Citizenship</li> </ul> <b>pm</b> <ul style="list-style-type: none"> <li>Visit of Barcelona's downtown and el Raval with Rebecca Swanson (the construction of the touristic image of Barcelona)</li> </ul>	Castles, S. (2018).  Discussion board post
Day 3 F	5/22	<b>MIGRATION</b> <b>am</b> <ul style="list-style-type: none"> <li>Documentary: <i>Idrissa. Crónica de una muerte cualquiera</i> (<a href="#">classroom</a>)</li> <li>Meeting with the "Manteros" Union representative (<a href="#">classroom</a>)</li> </ul> <b>pm</b> <ul style="list-style-type: none"> <li>Migration and Health unit at Hospital Vall d'Hebrón</li> </ul>	Bizri, R. M. (2017).  Film: <i>Land Between</i>  Journal entry
Day 4 S	5/23	<b>MIGRATION</b> <b>am</b> <ul style="list-style-type: none"> <li>Soup kitchen (El Raval) - volunteering or</li> <li>Cooking class with Senegalese women</li> </ul> <b>pm</b> <ul style="list-style-type: none"> <li>Music school, El Xamfrà (Raval)</li> </ul>	Discussion board post
Day 5 S	5/24	<b>REFUGEES</b> <b>am</b> <ul style="list-style-type: none"> <li>Free morning in Sitges</li> </ul> <b>pm</b> <ul style="list-style-type: none"> <li>Meeting with Barcelona students of social work</li> <li>Bunkers of Carmel</li> </ul>	Morales, Agus. <i>We are not refugees. (Excerpts)</i>  George, M. (2012).  Film: <i>Who is Dayani Cristal?</i>  Journal entry

<b>Day 6 M</b>	5/25	<p>REFUGEES</p> <p><b>am</b></p> <ul style="list-style-type: none"> <li>Immigrant, Migrant and Refugee Service – Barcelona City Hall (<u>classroom</u> or their offices)</li> </ul> <p><b>pm</b></p> <ul style="list-style-type: none"> <li>Meet with the Open Arms team</li> <li><i>Volunteering? – Meeting with youngsters that volunteer</i></li> </ul>	<p>Fennelly, K. (2006).</p> <p>Al Jazeera. (2019, August 20).</p> <p>Film: <i>Iuventa</i></p> <p>Discussion board post</p>
<b>Day 7 T</b>	5/26	<p>REFUGEES</p> <p><b>am</b></p> <ul style="list-style-type: none"> <li>Free morning to work</li> </ul> <p><b>pm</b></p> <ul style="list-style-type: none"> <li>Meeting with a refugee from Syria, studying his PhD in Barcelona and Agus Morales – Meeting at the Biblioteca Nacional de Catalunya (?)</li> </ul>	<p>Morales, Agus. <i>We are not refugees. (Excerpts)</i></p> <p>Johansen, J. D., &amp; Varvin, S. (2019).</p> <p>Discussion board post</p>
<b>Day 8 W</b>	5/27	<p>TOURISM</p> <p><b>am</b></p> <ul style="list-style-type: none"> <li>Documentary: <i>Bye Bye Barcelona</i> (<u>classroom</u>)</li> <li>Associations of neighbors against gentrification</li> </ul> <p><b>pm</b></p> <ul style="list-style-type: none"> <li>Visit Sagrada Familia and its surroundings</li> </ul>	<p>Díaz-Parra, I. (2015).</p> <p>Journal entry</p>
<b>Day 9 Th</b>	5/28	<p>TOURISM</p> <p><b>am</b></p> <ul style="list-style-type: none"> <li>Alternative Tourism in Barcelona – Associació Arrels</li> </ul> <p><b>pm</b></p> <ul style="list-style-type: none"> <li>Take the train to Tarragona</li> <li>Visit Tarragona</li> </ul>	<p>Cole, S., &amp; Morgan, N. (2010).</p> <p>Thurber, A., Krings, A., Martinez, L. S., &amp; Ohmer, M. (2019).</p> <p>Journal entry</p>
<b>Day 10 F</b>	5/29	<p>TOURISM</p> <p><b>am</b></p> <ul style="list-style-type: none"> <li>Priorat – Sustainable tourism in rural areas</li> </ul> <p><b>pm</b></p> <ul style="list-style-type: none"> <li>Priorat – Sustainable tourism in rural areas</li> <li>Bus back to Barcelona</li> </ul>	<p>Discussion board post</p>
<b>Day 11 S</b>	5/30	<ul style="list-style-type: none"> <li>Wrap up</li> <li>Farewell dinner</li> </ul>	<p>Journal entry</p>
<b>Day 12 S</b>	5/31	<ul style="list-style-type: none"> <li>Departure from Barcelona</li> </ul>	
	6/30		<b>Digital Storytelling Project Due</b>

## Course Materials:

### Readings:

- Al Jazeera. (2019, August 20). Spanish warship to assist transfer of refugees stranded off Italy. Retrieved from <https://www.aljazeera.com/news/2019/08/spanish-warship-assist-transfer-refugees-stranded-italy-190820161900634.html>
- Bizri, R. M. (2017). Refugee-entrepreneurship: a social capital perspective. *Entrepreneurship & Regional Development*, 29(9/10), 847–868. [Link to article.](#)
- Castles, S. (2018). Social transformation and human mobility: Reflections on the past, present and future of migration. *Journal of Intercultural Studies*, 39(2), 238-251.
- Cole, S., & Morgan, N. (2010). *Tourism and inequality. [electronic resource]: Problems and prospects.* CABI. Retrieved from <http://search.ebscohost.com/login.aspx?direct=true&db=cat00831a&AN=sharc.1145517&site=eds-live> (Chapter 7)
- Díaz-Parra, I. (2015). A back to the city movement by local government action: gentrification in Spain and Latin America. *International Journal of Urban Sciences*, 19(3), 343-363. (Not available through Hood's library, need to request through ILL)
- Fennelly, K. (2006). Listening to the experts: Provider recommendations on the health needs of immigrants and refugees. *Journal of Cultural Diversity*, 13(4): 190–201.
- George, M. (2012). Migration traumatic experiences and refugee distress: Implications for social work practice. *Clinical Social Work Journal*, 40(4), 429-437.
- Johansen, J. D., & Varvin, S. (2019). I tell my mother that... sometimes he didn't love us—Young adults' experiences of childhood in refugee families: A qualitative approach. *Childhood*, 26(2), 221-235. [Link to article.](#)
- Jover, J., & Díaz-Parra, I. (2019). Gentrification, transnational gentrification and touristification in Seville, Spain. *Urban Studies*, 0042098019857585. (ALTERNATIVE TO DIAZ-PARRA ARTICLE ABOVE. Not available through Hood's library, need to request through ILL)
- Kurdi, T. (2018) *The Boy on the Beach: My Family's Escape from Syria and Our Hope for a New Home.* New York: Simon and Schuster.**
- Morales, A. *We are not refugees.* Penguin Random House, 2019 (excerpts)
- Thurber, A., Krings, A., Martinez, L. S., & Ohmer, M. (2019). Resisting gentrification: The theoretical and practice contributions of social work. *Journal of Social Work.* [Link to article.](#)

### Films:

- *Bye Bye Barcelona.* Eduardo Chibás Fernandez (dir.), 2014.
- *Idrissa. Crónica de una muerte cualquiera.* Xavier Artigas y Xapo Ortega (dirs.), 2018.
- *Iuventa,* Michele Cinque (dir.), 2018.
- *The Land Between.* David Fedele (dir.), 2013.
- *Who is Dayani Cristal?* Marc Silver (dir.), 2014.