

## Barcelona at the Crossroads: Migration, Borders, and Identity between Europe and Africa

<b>JU Course Code:</b>	IS 305
<b>SIS Course Code:</b>	IS 305
<b>Subject areas:</b>	Political geography, Diversity Studies, International Studies, Political Science, History, Sociology, Cultural Studies, Anthropology, Economics, Legal Studies, Human Rights
<b>Language of instruction:</b>	English
<b>Contact hours:</b>	45.00
<b>U.S. semester credits:</b>	3
<b>Appears in JU transcript as:</b>	<i>IS 305 Special Topics: African Diaspora in Spain-Migration and contemporary issues</i>

### COURSE DESCRIPTION

This course explores the dynamic relationship between migration, border control, and identity at the European-African border, with a focus on Spain's pivotal role. Through an immersive blend of classroom learning, local guest speakers and field study visits, students will delve into the complexities of European identity, xenophobic and Islamophobic discourses, and the legacies of Spanish colonialism that continue to shape contemporary migration policies. Barcelona's unique position as a Mediterranean city connected to both Africa and Europe offers an ideal setting for students to experience firsthand the intersection of migration, culture, and politics. Local guest speakers will share personal insights into their journeys and integration challenges, while walking tours through neighborhoods like El Raval will expose students to the vibrant cultural imprints of African and Muslim communities.

Through field study visits of historical sites, students will critically analyze the impact of colonial legacies on current migration patterns and will engage in discussion to promote a deeper understanding of EU migration narratives. They will also explore the growing securitization of EU borders, the militarization of the EU-Morocco border, and the spread of xenophobic and Islamophobic narratives across Europe. In addition to examining the political and policy aspects of migration, this course will highlight inspiring migrant success stories, showcasing how individuals and communities have overcome adversity and made significant contributions to Spanish society. This blend of academic theory and real-world experiences will equip students with a nuanced understanding of migration, identity, and geopolitical tensions.

### LEARNING OUTCOMES

Upon successful completion of this course, students will be able to:

- Identify and engage with key theoretical debates pertaining to the contemporary border regime at the EU-Africa Border.
- Evaluate, critique, and elucidate the societal ramifications of prevailing EU migration and border control policies.



- Produce written compositions and deliver oral presentations addressing EU migration policies and their intersection with debates on border securitization.
- Comprehend the historical connections between Spain and various African nations.
- Investigate the challenges faced by individuals of the African diaspora in Spain concerning immigration and race relations.
- Foster an understanding of the enduring influence of colonial history on present EU-African relations.
- Actively contribute to class discussions by offering insightful perspectives.
- Formulate and present a class project showcasing comprehension and engagement with topics discussed in class.
- Cultivate sensitivity towards issues affecting African immigrants in Spain.

## TEACHING METHODOLOGY

This course employs a blended teaching methodology to ensure student learning. There will be a combination of lectures, guest speakers and field trips in Barcelona that will all contribute to a final project.

## COURSE EVALUATION

The evaluation of this course is based on continuous assessment, and students are provided with different assignments throughout the course to ensure constant learning. The breakdown of the final grade is as follows:

Class Participation	20%
Individual Assignment: Africa in Europe	10%
Individual Assignment: Voices of Migrants	10%
Mini-assignment: Unknown City Beneath the Mist	10%
Final Exam	25%
Final Project	25%
TOTAL	100%

## FORMS OF ASSESSMENT

**Class participation:** Class participation in this course involves a positive and respectful attitude, active engagement in discussions, asking questions, contributing ideas, collaborating with peers, and demonstrating preparedness through reading and assignments. It reflects a student's commitment to learning and enhances understanding by integrating diverse perspectives within the classroom environment. Class participation will be evaluated based on these five (5) skills: attitude, engagement, preparedness, and frequency and quality of contributions. *Please see the participation rubric below.*

### Individual Assignment 1: Africa in Europe

Students are invited to capture a photograph of a monument, urban scene, building, or any other visual element in Barcelona that reflects the presence or influence of Africa or Islam within the cityscape. Alongside each photograph, students are required to provide a critical commentary comprising 300 words. This commentary should analyze the significance of the chosen subject in relation to the cultural, historical, and social context of Barcelona. Students should explore how the presence or influence of Africa or Islam is represented or manifested in the visual depiction, considering aspects such as architecture, symbolism, and societal dynamics. Additionally, students are encouraged to



reflect on the broader implications of these representations in shaping perceptions and narratives about diversity and multiculturalism in Barcelona. The photographs and accompanying critical comments will be presented and discussed in class, fostering a deeper understanding of the intersection between culture, identity, and urban landscapes.

### **Individual Assignment 2: Voices of Migrants**

Students are encouraged to select any form of creative expression crafted by a migrant, resonating with their experiences of migration and integration. This could encompass diverse mediums such as photography, drawing, music, video, artisanal objects, and more. Each student is tasked with crafting a 600-word commentary elucidating how their chosen form of creative expression enhances our comprehension of migrant subjectivities. Moreover, students should delve into the insights gleaned regarding the challenges and triumphs of migration depicted within the piece. These insights should be supported with thoughtful analysis and examples from the chosen artwork. Finally, students will present their assignments in class, fostering discussions that enrich our collective understanding of migration experiences and the diverse narratives surrounding them.

### **Mini-assignment: Unknown City Beneath the Mist**

Following your visit to the exhibition "Unknown City Beneath the Mist" at MACBA, compose a 150-word reflection elucidating how a specific type of border is manifested and conveyed through the medium of photographic art. Explore how the artists' visual narratives encapsulate the essence of these borders, whether physical, metaphorical, or psychological, and analyze the techniques employed to evoke such concepts. Consider the interplay of light, composition, and subject matter in conveying the complexities inherent in delineating boundaries, both tangible and abstract. Reflect on your personal interpretation of the artworks and how they resonate with contemporary societal discourse on borders and their implications. Provide examples from the exhibited photographs to support your analysis, elucidating the ways in which they challenge conventional perceptions and invite viewers to contemplate the multifaceted nature of borders within our modern context.

### **Final Project**

Students are encouraged to select a specific national, religious, or ethnic group of migrants and conduct a critical analysis of their migration history to Spain. This entails examining the trajectories, experiences, and struggles of the chosen group from both contemporary and historical perspectives. The project should be presented in a 10-15 minute format, allowing for a comprehensive exploration of the chosen migrant group's journey and its impact on Spanish society. Moreover, students are expected to engage in critical reflection, analyzing factors such as socio-political contexts, economic conditions, and cultural dynamics that have influenced the migration patterns and integration processes of the selected group. Additionally, the ability of individuals or groups to effectively address questions and engage in discussion during the presentation will be evaluated, promoting interactive dialogue and deeper understanding of the complexities surrounding migration to Spain.

### **EXPERIENTIAL LEARNING: FIELD STUDIES AND GUEST LECTURES**

Field studies at SIS are crucial as they provide immersive, hands-on learning experiences. They enhance cultural understanding, bridge theory with real-world practice, and foster global perspectives. This experiential learning deepens subject knowledge, develops critical thinking, and enriches personal and academic growth, making education more impactful and memorable. The following field study trips will be organized during this course:



	Field Study Site	Description of activity on site
<b>Field Study #1</b>	GUEST SPEAKER: Oumar Diallo Seydi,	Oumar shares his journey from being an ambitious university student in Senegal to an agricultural worker in Catalonia, and ultimately, to the founder of Spain's first African publishing house, which showcases African authors in Spanish bookshops. He often brings an exciting collection of books to class, allowing students to explore and ignite their curiosity about various aspects of African history, culture, and politics within the European and Spanish context.
<b>Field Study #2</b>	GUEST SPEAKER: Mamadou takes us for a walking tour of El Raval	Mamadou, born in Senegal, dreamed of becoming a famous football player. At just 15, he boarded a fishing boat and arrived in Spain, where his dreams were initially shattered. However, his optimism and ambition propelled him to become a successful business owner and founder of an NGO. Mamadou's tour around Raval takes us through various organizations that supported him during his upbringing, which continue to play a crucial role in the integration processes of migrants today.
<b>Field Study #3</b>	Slavery Money Scavenger Hunt	Barcelona's palaces and architectural legacy are mesmerizing, but did you know that none of it would exist without significant funding from colonial enterprises? In this fast-paced scavenger hunt, where beauty meets the ugly, we explore the influence of the colonial economy on Barcelona's image, as well as the urban representations of the abolitionist movement.
<b>Field Study #4</b>	MACBA	Seasonal exhibitions at MACBA (Museum of Contemporary Art of Catalonia) address some of the most pressing issues in modern society, including cultural differences, urban struggles, and migration. Modern art serves as a powerful tool for exploring these contemporary topics in unconventional ways. Each year, we visit MACBA to gain new insights and perspectives on the subjects we discuss in class.
<b>Field Study #5 (optional)</b>	Museu d'Història de la Immigració de Catalunya	This museum provides insights into immigration's role in shaping Spanish identity.
<b>Field Study #6 (optional)</b>	Montjuïc Castle	A walking tour of this location to reflect on Spain's colonial past and its influence on contemporary migration. The Montjuïc Castle has links to colonialism



		and also resistance movements.
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***N.B. Field study trips may be subject to modification based on the semester, the number of participants, and/or the availability of the activity.***

## **ATTENDANCE POLICY**

As a member of the BSAE community, you are expected to be present and on time every day. Attending class has an impact on your learning and academic success. For this reason, **attendance is required** for all your SIS classes, including sessions with field studies. Students should immediately notify their instructor and the Academics Team of any past or future absences, and any accommodations for missed classes, if any, will be determined by the course instructor and the Academics Team. **If a student misses more than 3 classes in any course without justification, 3 percentage points (a third of a letter grade) will be deducted from the final grade for every subsequent absence. If a student reaches 6 absences, this will result in a failing grade.** Students may apply to excuse absences due to hospitalizations, religious observance or family emergencies using this form. [Please see the Academic Student Manual for more information.](#)

## **LATE-WORK SUBMISSIONS**

Students are expected to submit all due assignments in a timely manner to ensure fairness to all students and faculty. Assignments submitted after the deadline may incur **a penalty of 10% per day late**, up to a **maximum of three days**. After three days, late work may not be accepted and could result in a grade of zero. Exceptions can be made for documented emergencies or significant personal circumstances, but students must communicate with the instructor as soon as possible. This policy aims to promote good time management skills, accountability, and consistent academic performance while accommodating unforeseen challenges.

## **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.

## **DEFINITIONS OF ACADEMIC DISHONESTY**

### **Use of AI without permission or acknowledgment:**

A growing concern is the use of artificial intelligence (AI) chatbots to write entire essays and articles. While students may use AI tools to enhance learning, such as for research, study aids, or improving writing skills, please be aware that when this AI-generated information is copied directly to academic assignments, it is considered a form of plagiarism. At SIS, the use of AI to complete assignments, exams, or any form of assessment is strictly prohibited unless explicitly allowed by the instructor. This policy aims to balance the benefits of AI with maintaining academic standards.



Students using AI should be transparent about their use and make sure it aligns with academic integrity. They must disclose any AI assistance used in their work and ensure it complies with course guidelines. Passing off any AI generated content as their own (e.g., cutting and pasting content into written assignments, or paraphrasing AI content) constitutes a violation of SIS Academic Integrity and will result in disciplinary actions.

It is important to note that tools that check writing are okay to use. Examples can include the autocorrect feature in Google Docs and the app Grammarly. These tools, which scan pieces of writing for errors and/or make suggestions for edits, are very different from AI programs that write entire papers. The key difference is that it is the student's own writing that is being scanned for possible mistakes, versus AI doing all the writing.

**If plagiarism is suspected, a faculty member may need to speak with the student and may ask them to defend their work and/or ask them to complete an alternative assignment to verify the content of your assignment is their own.**

**Cheating:** the act of obtaining credit, attempting to obtain credit, or assisting others to obtain credit for academic work through the use of any dishonest, deceptive, or fraudulent means:

- Copying, in part or as a whole, from another's test or other evaluation instrument
- Submitting work previously graded in another course or simultaneously presented in two or more courses
- Using or consulting sources, tools, or materials prohibited by the instructor prior to or during an examination

**Plagiarism:** Using someone else's words, art, data, or ideas and passing them off as one's own. Cutting and pasting is so easy that many people plagiarize without meaning to. A student may be plagiarizing if they:

- Submit someone else's work as their own.
- Buy a paper from a papermill, website, or other source.
- Cut and paste together phrases, ideas, and sentences from a variety of sources to write an essay
- Copy words, art, or data from someone else's work--published or unpublished--without giving the original author credit.
- Use an artificial intelligence (AI) chatbot to write their paper for them.

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

**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.



## FINAL GRADES REVIEW AND GRADE APPEAL

It is understood that students may have questions about their grades. Most can easily be answered through consultation with the instructor. In the event that a student feels he/she has been treated unfairly, in that an instructor has deviated from his/her prescribed formula for grading in an arbitrary or punitive manner, the student may appeal the final course grade. For more information, please consult the [Student Academic Manual](#).

Please note, **grade appeals are not intended as a means for students to improve or negotiate their grades**. They are reserved solely for cases involving administrative errors, calculation mistakes, or grading that is inconsistent with the stated course policies or criteria. Appeals must be based on evidence of such errors and not on dissatisfaction with the outcome or a desire for a higher grade.

## DIVERSITY & INCLUSION

Within the School for International Studies (SIS), students, faculty, and staff are committed to working together to create and maintain an inclusive and equitable learning environment. This environment – which may be understood as both in the classroom and associated class excursions/field studies, as well as online course activities – is one in which the diversity of identities, lived experiences, and backgrounds of all learners are treated with dignity and respect at all times (including but not limited to: sex, gender, gender identity, race, ethnicity, genetics, language, religion, political affiliation, mental or/and physical disability, age, and sexual orientation).

Furthermore, an inclusive and equitable learning environment recognizes the need for resources and reasonable accommodations for all learners to fully participate and be positioned for academic success. As such, the following are available to students at SIS:

- Academic accommodations
- Mental health: mentors + professional services
- Bias reporting form

Participants are encouraged to complete this [bias form](#) to report any incidents they witness, and will be guided through support options.

## TENTATIVE COURSE CONTENT

***N.B. Course schedule and field studies 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.***

SESSION	CONTENT	ACTIVITIES	ASSIGNMENTS
1	Introduction: Course description Europe in Africa and Africa in Europe.	Lecture and Class Discussion	



2	The arrival of Islam in Europe and the myth of the Christian “Reconquista”	Lecture and Class Discussion  Introducing Assignment 1	García-Sanjuán, A. (2018). Rejecting al-Andalus, exalting the Reconquista: historical memory in contemporary Spain. <i>Journal of Medieval Iberian Studies</i> , 10(1), 127-145.
3	Anti-immigration and Islamophobic rhetoric and the rise of Euroscepticism in the EU	Lecture and Class Discussion	
4	Migrants’ success stories: Oumar Diallo Seyd, Editoriali Panafricana	Lecture, Q&A	
5	Europe and the Refugee Crisis: Are the refugees welcome?	Lecture & Class Discussion	De Genova, N. (2017). The Borders of “Europe” and the European Question. In <i>The Borders of “Europe”</i> , Nicolas de Genova (Ed.) Duke University Press. Pages 8-41.
6	Presentation of the Assignment 1: Africa in Europe	Discussion	Submit Assignment 1 before the deadline and prepare a short presentation. Be ready to answer the questions.
7	Spanish Colonialism in Africa: Morocco	Lecture & Class Discussion	Albet-Mas, A. (2006). Three Gods, Two Shores, One Space: Religious Justifications for Tolerance and Confrontation between Spain and Colonial Morocco during the Franco Era.
8	Spanish Colonialism in Africa: Equatorial Guinea	Lecture & Class Discussion	
9-10	Slavery Money Walking Tour (3 hrs)	Field Trip	





11	De-colonisation discussion.  Migration and border control: The EU most fortified border	Lecture & Class Discussion	Submit the topics and groups for the Final Project  Ferrer-Gallardo, X. (2008). The Spanish–Moroccan border complex: Processes of geopolitical, functional and symbolic rebordering. <i>Political Geography</i> , 27(3), 301-321.
12	Experience and narratives of migration: <i>Those Who Jump</i> (2016). Directed by Abou Bakar Sidibé, Moritz Siebert, Estephan Wagner.	Film & Discussion	
13	Beyond Fortress (EU)rope. The externalization of EU border controls.	Lecture & Class Discussion	Białasiewicz, L., (2012). Offshoring and Outsourcing the Borders of EUrope: Libya and EU Border Work in the Mediterranean. <i>Geopolitics</i> . 17(4), 843-866 (OPTIONAL)
14	Presentation of the Assignment 2: The Voices of Migrants	Discussion	Submit Assignment 2 before the deadline and prepare a short presentation. Be ready to answer the questions.
15	Workshop on critical writing skills	Lecture & Class Discussion	
16	Doing the “risky”: unaccompanied child migrants in Barcelona	Lecture & Class Discussion	
17	Adding complexity: Living the Borderscape	Lecture & Class Discussion	Krichker D. (2019). Making Sense of Borderscapes: Space, Imagination and Experience, <i>Geopolitics</i> , DOI: 10.1080/14650045.2019.1683542
18-19	Migrants’ success stories: Mamadou’s Raval (3 hrs)	Field Trip	



20	Narrating the border experience	Class Discussion	Anzaldua, G. (1987). <i>Borderlands/La Frontera</i> . San Francisco: Aunt Lute, pp. 1-14.
21	MACBA: Unknown City Beneath the Mist	Field Trip	
22	The role of Frontex and the management of EU external borders	Lecture & Class Discussion	Andersson, R. (2014). <i>Illegality, Inc.: Clandestine Migration and the Business of Bordering Europe</i> . Berkeley: University of California Press. Pages 171-182
23	Legal aspects of migration: <i>Stranger in Paradise</i> , (2016). Directed by Henrikx G. Netherlands: Zeppers Film & TV	Film & Discussion	
24-25	Final Projects Presentation	Class Member Evaluations	
26	Exam		

## BIBLIOGRAPHY

### Required Readings:

Participants are required to read the selected readings to be discussed in class:

- Albet-Mas, A. (2006). Three Gods, Two Shores, One Space: Religious Justifications for Tolerance and Confrontation between Spain and Colonial Morocco during the Franco Era. *Geopolitics*. 11(4):580-600.
- Andersson, R. (2014). *Illegality, Inc.: Clandestine Migration and the Business of Bordering Europe*. Berkeley: University of California Press. Pages 171-182.
- Anzaldua, G. (1987). *Borderlands/La Frontera*. San Francisco: Aunt Lute
- De Genova, N. (2017). The Borders of “Europe” and the European Question. In *The Borders of “Europe”*, Nicolas de Genova (Ed.) Duke University Press. Pages 8-41.
- Ferrer-Gallardo, X., & Albet-Mas, A. (2016). EU-Limboscapes: Ceuta and the proliferation of migrant detention spaces across the European Union. *European Urban and Regional Studies*, 23(3), 527-530.
- Ferrer-Gallardo, X. (2008). The Spanish–Moroccan border complex: Processes of geopolitical, functional and symbolic rebordering. *Political Geography*, 27(3), 301-321.
- García-Sanjuán, A. (2018). Rejecting al-Andalus, exalting the Reconquista: historical memory in contemporary Spain. *Journal of Medieval Iberian Studies*, 10(1), 127-145.
- Krichker D. (2019). Making Sense of Borderscapes: Space, Imagination and Experience, *Geopolitics*, DOI:



10.1080/14650045.2019.1683542

### Recommended Readings:

- Bauer, W. (2014). *Crossing the Sea with Syrian Migrants on Exodus to Europe*. Berlin: Suhrkamp Verlag.
- Bauman, Z., (2016). *Strangers at Our Door*. Chichester: Polity Press.
- Białasiewicz, L., (2012). Offshoring and Outsourcing the Borders of EUrope: Libya and EU Border Work in the Mediterranean. *Geopolitics*. 17(4), 843-866
- Erika J. van Elsas, Armen Hakhverdian & Wouter van der Brug, "United against a common foe? The nature and origins of Euroscepticism among left-wing and right-wing citizens," *Western European Politics*, Vol. 39, No. 6 (2016), pp. 1181-1204
- Johnson, C., Jones, R., (2018). Biopolitics and geopolitics of border enforcement in Melilla. *Territory, Politics, Governance*. 6(1),61-80.
- Jones, R. (2016). *Violent borders: Refugees and the right to move*. Verso Books, 2016.
- Kovras, I., & Robins, S. (2016). Death as the border: Managing missing migrants and unidentified bodies at the EU's Mediterranean frontier. *Political Geography*, 55, 40-49
- Krichker D. (2019). They carry the border on their backs: Atypical commerce and bodies' policing in Barrio Chino, Melilla. *Area*, 1:8, DOI: 10.1111/area.12569
- Lucassen, Leo (2018) Peeling an onion: the "refugee crisis" from a historical perspective, *Ethnic and Racial Studies*, 41:3, 383-410
- Scott, J. W., et. Al. (2018). Between crises and borders: Interventions on Mediterranean Neighbourhood and the salience of spatial imaginaries. *Political Geography*, 63, 174-184
- Ugarte, M. (2010). *Africans in Europe: the culture of exile and emigration from Equatorial Guinea to Spain* (Vol. 21). University of Illinois Press. Pp. 1-17
- Van Houtum, H., & Lacy, R. B. (2019). 'Ceci n'est pas la migration': countering the cunning cartopolitics of the Frontex migration map. In *Handbook on Critical Geographies of Migration*. Edward Elgar Publishing. Pages 153-169