



Immigration, Race & Identity in Contemporary Spain

SECTION I: Course Overview

UNH Course Code: CUL360BCN/SOC360BCN

Subject Areas: Cultural Studies, Sociology, Political Science, History.

Level: 300

Prerequisites: Two one-hundred or one two-hundred level courses in the subject area(s) of instruction

Language of Instruction: English.

Contact Hours: 45

Credits: 3

COURSE DESCRIPTION:

If the name and the identity of something like the city still has a meaning, could it, when dealing with the related questions of hospitality and refuge, elevate itself above nation-states or at least free itself from them in order to become, to coin a phrase in a new and novel way, a free city?...[A] certain place (diplomatic or religious) to which one could retreat in order to escape from the threat of injustice. (J. Derrida, 2001)

In recent years, immigrant and refugee movements have increasingly come to the fore in Spain and Europe. Immigration is a relatively recent phenomenon in Spain which has traditionally been a country from which people emigrated. Indeed, the word *immigrante* was generally used not to refer to people from other countries but rather to people from other parts of Spain. The rising prosperity of Spain that followed its membership to the European Union reversed this trend, and from the 1990's onwards, Spain played host to increasing numbers of foreign immigrants. Since the early 1990s the foreign born population of Spain has risen from about 1% to around 10%. The 2004 terrorist attacks in Madrid and the steady stream of Africans risking the treacherous crossing from the North African coast sharpened public awareness about this issue. This upsurge in immigration has brought about a transformation of Spanish cities as the recently arrived residents carve out a niche for themselves within the existing socio-economic order, while resident population adapts and responds to their presence.

As immigrants, asylum seekers, and refugees move 'within' and across Spanish urban borders, they impact the familiar and the 'rigid orders of the self'- to borrow the words of the German novelist Günter Grass. They thus incite an array of responses in different contexts and forms. Therefore, just as is happening in the U.S., discussions on migration to and from the country meet in that discursive space where critical concepts like 'home,' 'identity,' 'subjectivity,' and 'otherness' eschew stereotyping.

Employing cross-cultural and multi-disciplinarian approaches to the subject of how identity is formed, challenged and defended in an ever more globalized world, you investigate in this course the pressing issues

of immigration, race and ethnicity that have sparked such controversy and passion both in contemporary Spain, Europe and the U.S.

To this end, your analytical focal point is placed upon the city and suburbs of Barcelona, where the presence of diverse immigrant communities offers opportunity for direct exploration of how effectively they and their second generation descendants have been incorporated and integrated into the Spanish political, economic, societal and cultural mainstream. You will therefore experience at firsthand how the city has changed in the past thirty years and how it is still changing beyond tourist stereotypes through a strong process of cultural hybridization.

LEARNING OBJECTIVES

Cognitive / Knowledge Skills

- Examine changes in migration trends and flows in Spain with particular attention to the urban dimension of Barcelona.
- Attain a holistic understanding of the complexity of migration policies in Spain with regards to South America, North and Sub-Saharan Africa, and the Indian subcontinent.
- Compare contemporary immigration issues with those faced by past and present Spanish emigrants.
- Gain an awareness of the intricacies of discourses and policies on immigration by considering issues of security and terrorism.

Analytical / Critical Thinking Skills

- Develop an awareness of techniques of analysis and methodologies of interpretation (e.g. post-colonial theory, sociology, legal studies, etc.).
- Learn to use critical concepts such as 'borders' and 'camps' to explore specific social, political, and economic aspects of migration.
- Learn how to describe and analyze the structure of Spanish immigration past and present.

Affective & Behavioral / Attitudinal Skills

- Gain an awareness of the problems / challenges faced by immigrants and acquire empathy towards immigrant lives and realities in global cities.
- Learn to apply the theoretical concepts of migration studies to the socio-cultural reality outside the classroom.
- Learn to identify & describe the social/cultural interactions in Spain of different immigration groups.

SECTION II: Instructor & Course Details

INSTRUCTOR DETAILS

NAME:

CONTACT INFORMATION:

CLASS SCHEDULE:

INSTRUCTIONAL FORMAT

This course will meet twice per week for 1 hour and 30 minutes for a total of 28 class sessions.

A wide variety of instructional tools and techniques, drawn from a multi-disciplinarian background, will be used to help you achieve the goals of the course. Among these are in-class lectures and discussions, group exercises, student presentations, films viewings and critiques (in Spanish with English subtitles), readings outside the classroom and a number of instructor-led study excursions to relevant museums and sites in the city. Some onsite experiences will be integrated into class-time while others will be assigned as out-of-

class independent learning. In general, your work will involve using the methods, tools and theories of several distinct academic disciplines in order to better identify and appreciate the cross-cultural realities of community life in Barcelona.

Field Studies / Guest Speakers: The course will include the following field studies and/ or guest speaker sessions:

- **Field Study 1:** A walking field study through a multi-ethnic neighborhood of Barcelona.
- **Field Study 2:** An example of Urban Ethnography as a model for student’s research projects.
- **Field Study 3:** Interviews with Barcelona residents in order to gauge attitudes towards immigration
- **Field study 4:** Encounters with ubiquitous borders.
- **Field Study 5:** Visit and talk at SAIER (Service Center for Immigrants, Emigrants, and Refugees).

Academic-Integrated Cultural Activities Program: The following AICAP activities are MANDATORY for this course:

- *Gentrification in Barcelona: The Case of the Raval*
- *Urban Social Movements in Barcelona*

You will need to complete an assignment based on these activities.

SPECIAL ACCOMODATIONS

If you require special accommodations or have any special learning needs, please inform the instructor and submit a request using CEA’s **Special Accommodations Form** to the onsite CEA academic staff by the end of the first week of classes for full consideration. See Section III.B.CEA Policies below for additional details.

FORMS OF ASSESSMENT

The instructor will use numerous and differentiated forms of assessment to calculate the final grade you receive for this course. For the record, these are listed and weighted below. The content, criteria and specific requirements for each assessment category will be explained in greater detail in class. Any questions about the requirements should be discussed directly with your faculty well in advance of the due date for each assignment.

FORM OF ASSESSMENT	VALUE
PRESENTATION / DISCUSSION	15%
PROJECT (URBAN ETHNOGRAPHY)	25%
INDEPENDENT LEARNING ACTIVITIES	5%
FIELD STUDIES ASSIGNMENTS	5%
MIDTERM EXAM	20%
FINAL EXAM	20%
CLASS PARTICIPATION	10%

ASSESSMENT OVERVIEW:

Presentation / Discussion

You will be asked to prepare questions / comments on assigned readings and lead a discussion in class. It will be your responsibility to start the conversation and to guide your fellow students through the discussion. Even if you are not leading yourself, be prepared to answer questions on the articles that have been assigned. Each discussion will be preceded by a short outline (to be emailed at least one day beforehand) and will be followed by a subsequent report (to be emailed one day after the presentation /discussion).

Urban Ethnography Project and Reflection Paper

You will use the city of Barcelona as your laboratory of investigation but also as ‘the ultimate teacher’ on how gentrification, immigration and layers of history intersect transforming the city and urban life. Barcelona is the same city as it was 40 years ago, and yet it has changed beyond recognition. How so? How can we register interferences between the touristic Barcelona and the everyday city? How can we locate traces of change? By making use of different tools - visual, audio, written texts - you will conduct a brief urban ethnography, experiencing the city by becoming part of it, simultaneously collecting and generating data to be analyzed in class.

Urban ethnographies engage the interdisciplinary intersection of theory, methodology and everyday practice where images, sounds, writings are organized within strategic and tactical fields of power. Politics flows through the signs of creative and popular culture and connects local, national and global levels. Urban Ethnography is useful for discussing such topics as censorship, propaganda, stereotype, racism, nationalism, gender, and normalization, as well as soft-power, hybridization, and the rise of a creative community in the digital age.

To complete this assignment you should spend time observing an individual, a group, or a community within one specific area of Barcelona. Plan to observe this group/individual at least on 2 different occasions. For example, you might observe the butane gas delivery men, analyzing their background and how they intersect with the city both economically and socially through the niche that they occupy, distributing the bottles of gas to the households of the city. Even if you plan to film or record audio files to be presented in class, be sure to take readable, detailed notes to then write a reflection paper to be handed in to your instructor. In the penultimate classes you will present your project to your fellow students.

Independent Learning Activities:

You will complete TWO assignments based on the AICAP activities. These assignments will help you develop the skills needed for the urban ethnography project.

Field Studies Assignments:

Your performance during and contribution to the field studies will be assessed using a variety of assessment tools:

- The writing of a response to the field study making use of guiding questions (*example of urban ethnography / visit and talk at SAIER*).
- Activities carried out during the field study which will be submitted and assessed (*walking field study through a multi-ethnic neighborhood / encounter with ubiquitous borders*).
- A short presentation to the rest of the class (*interviews with residents*).

Midterm exam

You are required to answer six (6) questions. In particular you are expected to clarify, interpret, and elaborate on course material presented in class, to give reasons for differences of opinion or results and to analyze causes and effects.

Final Exam

You will have to write a response to news relevant to the topic of the course, using an op-ed approach and the information you will have garnered from the texts studied in class. The length of the report should be about 4 hand-written pages.

Class Participation:

This grade will be calculated to reflect your participation in class discussions, your capacity to introduce ideas and thoughts dealing with the texts, your ability use language effectively, and to present your analysis in intellectual, constructive argumentation.

When determining your class participation grade, traditional criteria such as material preparation, completed reading before class, and collaborative group work are all evaluated. But it is the active, meaningful and

informed verbal and written contribution that you make that is most important to your overall participation grade. Indeed, willingness to share views in classroom discussions and the insightfulness of your comments and questions about assigned readings will all be taken into account when evaluating your participation.

Additionally, it is important to demonstrate a positive and supportive attitude to the instructor and your classmates, and give full attention to class activities (i.e., cell-phones off, laptop for notes only, not sleeping or distracted, etc.). Whereas attendance and punctuality are expected and will not count positively towards the grade, laxity in these areas will have a negative effect. The instructor will use the following specific criteria when calculating your class participation grade:

Criteria for Assessing Class Participation	Grade
You make major and original contributions that spark discussion, offering both critical and analytical comments clearly based on readings and research and displaying a working knowledge of theoretical issues.	A+ (9.70–10.00)
You make significant contributions that demonstrate insight as well as knowledge of required readings and independent research.	A-/A (9.00–9.69)
You participate voluntarily and make useful contributions that are usually based upon some reflection and familiarity with required readings.	B/B+ (8.40–8.99)
You make voluntary but infrequent comments that generally reiterate the basic points of the required readings.	C+/B- (7.70–8.39)
You make limited comments only when prompted and do not initiate debate or show a clear awareness of the importance of the readings.	C (7.00–7.69)
You very rarely make comments and resist engagement with the subject, attending class having manifestly done little if any preparation.	D (6.00–6.99)
You make irrelevant and tangential comments disruptive to class discussion, a result of frequent absence and complete un-preparedness.	F (0–5.99)

CEA Grading Scale: Your grades will be calculated according to CEA’s standard grading scale, which is as follows:

CEA Grading Scale				
Letter Grade	Numerical Grade Low Range (0 – 10)	Numerical Grade High Range (0-10)	Percentage Range	Quality GPA Points
A+	9.70	10.00	97.0 - 100%	4.00
A	9.40	9.69	94.0 - 96.9%	4.00
A-	9.00	9.39	90.0 – 93.9%	3.70
B+	8.70	8.99	87.0 – 89.9%	3.30
B	8.40	8.69	84.0 – 86.9%	3.00
B-	8.00	8.39	80.0 – 83.9%	2.70
C+	7.70	7.99	77.0 – 79.9%	2.30
C	7.00	7.69	70.0 – 76.9%	2.00
D	6.00	6.99	60.0 – 69.9%	1.00
F	0.00	5.99	0 - 59.9%	0.00
W	Withdrawal			0.00

INC	Incomplete	0.00
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CEA ATTENDANCE POLICY

Every student is expected to attend all scheduled class sessions on time and be thoroughly prepared for the day's class activities. In compliance with NEASC and UNH accreditation requirements, CEA instructors compile regular attendance records for every course and take these records into account when evaluating student participation and overall course performance. CEA tolerates reasonable, but limited absences not to exceed more than five contact hours of accumulated absences in any given course due to sickness, personal emergency, inevitable transport delay and other related impediments. No documentation is required for such absences, as CEA does not distinguish between excused or unexcused absences.

- In this course, the following attendance policy applies:
 - A **maximum of three days** of accumulated absences due to sickness, personal emergency, inevitable transport delay and other related impediments will be tolerated.
 - Your final course grade will drop one full letter grade (e.g. A+ to B+) for missing four days of class, regardless of the reason for the absence.
 - If your absences exceed five days of class, you will automatically fail this course.

Late arrivals or early departures from class, sleeping or causing disruptions in class or during class activities can result in being marked absent from class. Furthermore, to comply with immigration and financial regulations, you must maintain full-time student status and attend at least 12 hours of class every week for the duration of the semester. Consequently, CEA will dismiss from all CEA courses, programs, activities and housing any student who fails to maintain satisfactory academic progress or full-time student status. s and housing any student who fails to maintain satisfactory academic progress or full-time student status.

WORKLOAD EXPECTATIONS

In conformity with CEA policy, all students are expected to spend at least two hours of time on academic studies outside of, and in addition to, each hour of class time.

REQUIRED READINGS

Listed below are the required readings (mandatory) as well as additional or recommended readings. These are necessary course materials and you are expected to complete readings as assigned for each class period. You must have constant access to these resources for reading, highlighting and note-taking. It is required that you have unrestricted access to each. Access to additional sources required for certain class sessions may be provided in paper or electronic format consistent with applicable copyright legislation. In addition, the academic office compiles a bank of detailed information about libraries, documentation centers, research institutes and archival materials located in the host city and accessible to CEA students. You will be required to use these resources throughout your studies.

Required selections from the following texts:

Ajuntament de Barcelona, *Decrease in the foreign-born population of Barcelona continues*. 2015. <http://www.bcn.cat/novaciudadania/pdf/ca/estudis/np.estadistic.2015.pdf>

Betts, A. *Global Migration Governance*. Oxford University Press. 2011.

Ceccorulli, M. and N. Labanca (eds.), *The EU, Migration and the Politics of Administrative Detention*, New York : Routledge, 2014.

Coyne, C. J. *Institutions, Immigration and Identity*. New York University Journal of Law and Liberty. http://www.law.nyu.edu/sites/default/files/ECM_PRO_060942.pdf

D'Appollonia, A. C. *Frontiers of Fear; Immigration and Insecurity in the United States and Europe*. 2012.

Dal Lago, A. *Non Persons*, Vimodrome, MI:IPOC, by Pietro Conderi, 2009.

Givens, E. et al. (eds), *Immigration Policy and Security*, Routledge, 2009.

Graham, S. *Cities Under Siege*. Verso. 2010.

Gramsci, A. *The Southern Question*, Toronto: Guernica Editions 2005, (original edition, 1926).

Highmore, B. *Cityscapes: Cultural Readings in the Material and Symbolic City*, New York: Palgrave, 2005.

Hooper, J. *The New Spaniards*. Penguin. 2006.

Hou, J. (ed.), *Transcultural Cities: Border Crossing and Placemaking*, New York: Routledge, 2013.

International Resource Centre, *Asylum and the rights of refugees*. <http://www.ijrcenter.org/refugee-law/>

Korinman, M. *The Long March to the West*, Vallentine Mitchell Academic. 2007.

Koser, K. *International Migration: A very Short Introduction*, Oxford University Press, 2007.

Migration Policy Institute, Spain: *Forging an immigration Policy*.
<http://www.migrationpolicy.org/article/spain-forging-immigration-policy/>

Ocejo, R. E. *Ethnography and the City*, 2013.

Plender, R. ed. *Basic Documents on International Migration Law*, Leiden: Martinus Nijhoff Publishers, 2007.

Sassen, S. *Guests and Aliens*. The New Press. 1999.

Steiner, N. *International migration and citizenship today*, Routledge. 2009.

Urban Ethnography Resources:

Ocejo, R. (ed.), *Ethnography and the City: Readings on Doing Urban Fieldwork*, New York: Routledge, 2013.

De Certau, M., *Walking in the city*,
http://soundenvironments.files.wordpress.com/2011/09/decerteau_walking.pdf

Rhythmanalysis: <http://en.wikipedia.org/wiki/Rhythmanalysis>
<http://www.3ammagazine.com/3am/the-psychoanalysis-of-ruins/> Freud on Rome

Recommended Readings:

Begag, A. *The Shanty Town Kid*, University of Nebraska Press, 2007, 216 pp.

Ben, J. T. *The Sand Child*, San Diego: Harcourt-Brace, 1987.

___ *The Sacred Night*; New York: New Press, 1995.

___ *With Downcast Eyes*, Boston: Little-Brown, 1993.

Bowen, J. *Why the French Don't Like Headscarves: Islam, the State & Public Space*, Princeton University Press, 2007, 290 pp.

Brinker-Gabler, G. & Sidonie, S. (eds.), *Writing New Identities: Gender, Nation and Immigration in Contemporary Europe*, Minneapolis: Univ. of Minnesota Press, 1997.

Churchill, R. P. *Human Rights and Global Diversity*, Prentice Hall: Pearson, 2005.

Glazer, . 'Radical Islam in Europe.' *CQ Global Researcher*, Nov 2007, pp. 265-294.

_____. 'Anti-Semitism in Europe.' *CQ Global Researcher*, June 2008, pp. 149-181.

Orlando, V. *Home is Where I Eat My Bread*, CELAAN (Centre d'Etudes des Littératures et des Arts d'Afrique du Nord), 2002.

COURSE CALENDAR

Course Title: Immigration, Race & Identity in Contemporary Spain

Session	Topic	Activity	Student Assignments
1	Introduction to the course: Immigrants, asylum seekers and refugees	Review Syllabus & Course Requirements	Readings: <ul style="list-style-type: none"> Students view documentary, 'Immigration Street'. https://www.youtube.com/watch?v=76xUmfHVLIA
2	Global and historical context: Survey of the conditions that drive mass migration.	Lecture & Discussion in classroom	Readings: <ul style="list-style-type: none"> Khalid Koser, <i>International migration: a very short introduction</i>, 2007. pp. 1-40 and 70-89
3	Migrants and Human Rights part 1: 1951 Convention on refugees and the current legal framework. Case studies.	Lecture & Discussion in classroom	Readings: <ul style="list-style-type: none"> Khalid Koser, <i>International migration: a very short introduction</i>, 2007. pp. 41-53 International Resource Centre, <i>Asylum and the rights of refugees</i>. http://www.ijrcenter.org/refugee-law/ (15 pages)
4	Migrants and Human Rights part 2: The legal status of refugees and migrant workers within Barcelona and Spain. Case studies.	Lecture & Discussion in classroom	Film: <ul style="list-style-type: none"> Steiner, N. <i>International Migration and Citizenship Today</i>. 2009. pp. 13-56 Migration Policy Institute, Spain: <i>Forging an immigration Policy</i>. http://www.migrationpolicy.org/article/spain-forging-immigration-policy/ (18 pages)

5	Film: Welcome: Director, Filipe Lioret, 2009.	Film viewing	Readings: <ul style="list-style-type: none"> BBC: <i>Why is there a crisis in Calais?</i> http://www.bbc.com/news/uk-29074736 (10 pages)
6	Immigration into Barcelona and Spain, part 1: The context and background to immigration into Barcelona and Spain.	Lecture & Discussion in classroom	Readings: <ul style="list-style-type: none"> Hooper, J. <i>The New Spaniards</i>, 2006. pp 285-294
7	Immigration into Barcelona and Spain, part 2: A survey of the recently established immigrant communities in Barcelona and Spain	Information share, group work	Readings: <ul style="list-style-type: none"> Zapata-Barrero, R. <i>The Integration Strategies of Different Immigrant Groups in Spain</i>. In Korinman, M. and Laughland, J. <i>The Long March to the West</i>, 2007.
8	Agencies, cooperatives and actors: Managing immigration within Barcelona.	Class-based research and discussion in classroom	Reading: <ul style="list-style-type: none"> Korinman, M. and Laughland, J. <i>The Long March to the West</i>, 2007. pp 56-65 Review of websites of selected agencies and cooperatives working with immigrants and refugees. (30 pages)
9	Field Study 1: A walking field study through a multi-ethnic neighbourhood of Barcelona.	Field Study	Readings: <ul style="list-style-type: none"> Ajuntament de Barcelona, <i>Decrease in the foreign-born population of Barcelona continues</i>. 2015. http://www.bcn.cat/novaciudadania/pdf/ca/estudis/np.estadistic.2015.pdf (12 pages)

10	Introduction to Urban Ethnography: Students develop methodological tools for their research projects.	Lecture and workshop discussion in classroom	Readings: <ul style="list-style-type: none"> Ocejo, R. E. <i>Ethnography and the City</i>; 2013. pp. 1-16
11	Field Study 2: An example of Urban Ethnography as a model for student's research projects.	Field Study	Readings: <ul style="list-style-type: none"> Ocejo, R. E. <i>Ethnography and the City</i>; 2013. pp. 17-24
12	Immigration and Identity, part 1: Race, identity and integration- <i>jus sanguinus</i> vs <i>jus soli</i> .	Lecture & Discussion in classroom	Readings: <ul style="list-style-type: none"> Steiner, N. International Migration and Citizenship Today. 2009. pp. 91-118
13	Immigration and Identity, part 2: The Spanish and Catalan experience.	Lecture & Discussion in classroom	Readings: <ul style="list-style-type: none"> Korinman, M. and Laughland, J. <i>The Long March to the West</i>, 2007. pp. 152-163 and 179-202
14	Field Study 3: Interviews with Barcelona residents in order to gauge attitudes towards immigration	Field Study	Readings: <ul style="list-style-type: none"> Research and design survey. http://www.socialresearchmethods.net/kb/survey.php (10 pages)
15	Midterm Examination	Midterm exam	Review all course readings, handouts and notes.

16	<p>Film: Biutiful: Director, Alejandro Iñárritu, 2010.</p>	Film viewing	<p>Readings:</p> <ul style="list-style-type: none"> New York Times, <i>As Africans surge to Europe's door Spain locks down</i>. 2014. http://www.nytimes.com/2014/02/28/world/europe/africans-battered-and-broke-surge-to-europes-door.html?_r=0 (8 pages)
17	<p>Immigration and Security, part 1: The securitization of immigration.</p>	Film & Discussion in classroom	<p>Reading:</p> <ul style="list-style-type: none"> D'Appollonia, A. C. <i>Frontiers of Fear; Immigration and Insecurity in the United States and Europe</i>. 2012. pps. 77-109. Givens, E. et al. (eds), <i>Immigration Policy and Security</i>, Routledge, 2009. pp. 130-148.
18	<p>Immigration and Security, part 2: Ubiquitous Borders in an networked world</p>	Lecture and workshop discussions	<p>Readings:</p> <ul style="list-style-type: none"> Graham, S. <i>Cities Under Siege; The new military urbanism</i>, 2010. pp. 1-88.
19	<p>Field study 4: Encounters with ubiquitous borders.</p>	Field study	<ul style="list-style-type: none"> Graham, S. <i>Cities Under Siege; The new military urbanism</i>, 2010. pp. 89- 152.
20	<p>Background to the refugee crisis: Background to the current refugee crisis- War, poverty and income inequality</p>	News review and discussion in classroom	<p>Reading:</p> <ul style="list-style-type: none"> Khalid Koser, <i>International migration: a very short introduction</i>, 2007. pp. 54-89 Dossier of newspaper articles charting the development of the current refugee crisis in Europe. (20 pages)

21	<p>Chronology of the refugee crisis: The surge in the number of refugees entering Europe in 2014- chronology of events and the European response.</p>	Lecture & Discussion in classroom	<p>Reading:</p> <ul style="list-style-type: none"> The Guardian. <i>The turmoil of today's world: leading writers respond to the refugee crisis</i>. 2015. http://www.theguardian.com/books/2015/sep/12/the-turmoil-of-todays-world-leading-writers-respond-to-the-refugee-crisis (20 pages)
22	<p>The refugee crisis and Spain: Contrasting the response of Spain and the response of the major Spanish cities.</p>	Lecture & Discussion in classroom	<p>Reading:</p> <ul style="list-style-type: none"> Dossier of Spanish newspaper articles charting the contrasting responses to the current crisis of the Spanish state and the cities. (20 pages)
23	<p>Case studies from the refugee crisis: Case studies of asylum seekers and class debate about the ethics of offering asylum.</p>	Information share class discussion.	<p>Reading:</p> <ul style="list-style-type: none"> Students to be given selected case studies of refugee cases in Spain to research and and prepare to report back to class on. (20 pages)
24	<p>Field Study 5: Visit and talk at SAIER (Service Centre for Immigrants, Emigrants, and Refugees).</p>	Field Study	<p>Readings:</p> <ul style="list-style-type: none"> Ajuntament de Barcelona, <i>Care Service for Migrants and Refugees</i>. Information Sheet. (3 pages)
25	<p>Immigration and Identity, part 3: Pyramid debate on immigration, identity and nationhood with particular reference to the North American experience.</p>	Class debate	<ul style="list-style-type: none"> Coyne, C. J. <i>Institutions, immigration and identity</i>. New York University Journal of Law and Liberty. http://www.law.nyu.edu/sites/default/files/EC_M_PRO_060942.pdf Sassen, S. <i>Guests and Aliens</i>. pp. 51-76.
26	<p>Student Presentations (Urban Ethnographies)</p>	Presentations and Discussion in classroom	<p>Student assignment:</p> <ul style="list-style-type: none"> Complete research paper and prepare for final exam

27	Student Presentations (Urban Ethnographies)	Presentations and Discussion in classroom	Student assignment: <ul style="list-style-type: none">• Complete research paper and prepare for final exam
28	Final Examination	Exam in classroom	Review all course readings, handouts and notes.

SECTION III: CEA ACADEMIC POLICIES

CEA is committed to providing excellent educational opportunities to all students. The policies outlined in this section outline general expectations for CEA students. Please carefully review the relevant course policies outlined below to ensure your success in this course and during your time abroad.

Furthermore, as a participant in the CEA program, you are expected to review and understand all *CEA Student Policies*, including the academic policies outlined on pages 19-23 of this document. CEA reserves the right to change, update, revise or amend existing policies and/or procedures at any time.

A. CLASS/INSTRUCTOR POLICIES

PROFESSIONALISM AND COMMUNICATIONS: As a student, you are expected to maintain a professional, respectful and conscientious manner in the classroom with your instructors and fellow peers. Following class policies as outlined in the sections below set the general expectations for your behavior and performance in CEA classes.

You are expected to take your academic work seriously and engage actively in your classes while abroad. Advance preparation, completing your assignments, showing a focused and respectful attitude are expected of all CEA students. In addition, expressing effective interpersonal and cross-cultural communication is critical to your success. Demonstrating your effort to do the best work possible will be recognized, whereas unconstructive arguments about grades, policies, procedures, and/or trying to get out of doing required work will not be tolerated. Simply showing up for class or meeting minimum outlined criteria will not earn you an A in this class. Utilizing formal communications, properly addressing your faculty and staff, asking questions and expressing your views respectfully demonstrate your professionalism and cultural sensitivity.

ARRIVING LATE / DEPARTING EARLY FROM CLASS: Consistently arriving late or leaving class early is disruptive and shows a lack of respect for instructor and fellow students. For persistently missing class time, the instructor deducts percentage points from the overall participation grade as indicated earlier in the syllabus. Missing a significant portion of one of your classes may constitute a full day's absence. If you arrive late due to serious and unforeseen circumstances, or if you must leave class early due to illness or emergency, you must inform the instructor immediately. The instructor will determine if the amount of class time missed constitutes an absence.

SUBMITTING WORK: All formal written work you carry out in this course (research papers, projects, studies, etc.) must be submitted in electronic format. Your instructor may also require that you hand in a hard copy of your work in class. You should keep copies of your work until your academic records have been recorded at your home institution, which may take 3 – 12 months after the completion of your program. As a student, you are responsible for providing copies of your work in the event of grade appeals, credit transfer requirements, faculty requests, etc.

LATE HOMEWORK: Homework is due at the specified date and time stated by your instructor. Late homework may not be accepted and/or points may be deducted as a result. Typically, homework submitted several days after the deadline, with no previous discuss with your instructor will not be accepted. It is up to your instructor's discretion to determine penalties for homework submitted after the deadline.

EXTRA CREDIT: Individual student requests for extra credit are not permitted. Extra credit for students' who miss classes, quizzes, exams is not available in any circumstance. Typically, extra credit will not be awarded, however, in the special event your instructor determines extra credit is available for the class, it is up to his/her discretion on how and when to award opportunities for credit. Under no circumstance will extra credit exceed more than 5% of your overall course assessment.

SECTIONS: Students must attend the class section they are registered in and may not switch sections for any reason. Students who turn up in a section of a class they are not registered in will not be able to stay for the lesson and will not be considered present unless they attend their assigned section that week.

MAKE-UP CLASSES: CEA reserves the right to schedule make-up classes in the event of an unforeseen or unavoidable schedule change. All students are expected to attend any make-up classes and the standard attendance policy will apply. Make-up classes may be scheduled outside of typical class hours, as necessary.

MISSING EXAMINATIONS: Examinations will not be rescheduled. Pre-arranged travel or anticipated absence does not constitute an emergency and requests for missing or rescheduling exams will not be granted.

USE OF CELL PHONES, LAPTOPS AND OTHER ELECTRONIC DEVICES: Always check with your faculty about acceptable usage of electronic devices in class. Devices may be used during class breaks and before/after official class times only. Students who create a disturbance or fail to pay attention in class due to electronic devices, will receive a warning and must immediately put devices away unless otherwise instructed by your professor. Inappropriate usage of your electronic devices or repeat warnings will result in a warning and may lead to a deduction in participation grades and/or class dismissal. Any students asked to leave class will be counted absent for the day.

Cell Phones: Use of a cell phone for phone calls, text messages, emails, or any other purposes during class is impolite, inappropriate and prohibited. Students are asked to show common courtesy to others in order to create a positive learning environment and eliminate distractions for everyone. Cell phones, tablets, watches and other electronic devices are to be turned off or silenced (do not set to vibrate) and placed in your purse, backpack, briefcase, etc. during class and any parts of the course including guest lectures, academic excursions, site visits and so on.

Laptops: No laptops are allowed in class. The use of a laptop is limited to specific purposes (such as note taking) and only as allowed by special needs/academic accommodations, or at the discretion of the instructor. The use of a laptop is prohibited during all tests and quizzes, unless otherwise specified by your instructor. If you have any questions, check with your instructor.

ACTIVE LEARNING - ACADEMIC EXCURSIONS, FIELD TRIPS, SITE VISITS, GUEST LECTURES, ETC:

Students will have the opportunity to participate in a variety of experiential learning activities throughout the course. These activities may take place during regular class hours, or they may be scheduled outside class hours on occasion. Students should be mindful to arrive well prepared and on time for these activities and be engaged and respectful as it is a privilege to be invited to these visits and meet with local experts. Disrespectful behavior will result in a warning and/or dismissal from the activity and may result in a grade deduction or absence for the class period.

GRADE DISPUTES: Any questions about grades or grade dispute you encounter in this course must immediately be discussed with the instructor and resolved onsite before the last week of class. Only end-of-term assignments graded after the end of your program are subject to CEA's formal grade appeal procedure. For more information, see *CEA Academic Policies* at http://www.ceastudyabroad.com/docs/CEA_Policies.pdf

B. CEA GENERAL ACADEMIC POLICIES

COURSE REGISTRATION: It is your responsibility as a student to ensure that your course registration records are accurate for all enrolled courses throughout the semester. At the beginning of the semester and at the end of course registration, check your *MyCEA Account* to ensure you are properly enrolled in all of your desired courses. If a course is missing or an additional course is present, you must resolve with CEA academic staff immediately.

ADD/DROP POLICIES: Students may make changes to registration once onsite, as long as full-time student status is maintained (12 credit hours in the semester) and academic program requirements are maintained. All changes must be made at the start of each term during the designated Add/Drop Period, which concludes at the end of the first week of classes during a semester or on the second day of classes during summer programs. Some limitations may apply. You are responsible for notifying your home institution of any schedule changes.

COURSE WITHDRAWAL: Students wishing to withdraw from a course may do so until the Course Withdrawal Deadline, which is the end of the fourth week of classes in a semester or the end of the first week of classes in a summer program. Course withdrawal requests approved during this timeframe will appear as a 'W' on the academic transcript. To request a withdrawal, you must complete the *Change of Course Petition Form* and submit to your local academic staff. You must also notify your instructor in writing of your intent to withdraw from the course. You must remain academically eligible as a full-time student. No tuition or course fee refunds will be granted for approved withdrawals.

MONITORING GRADES AND ATTENDANCE: You are responsible for monitoring your grades and attendance records throughout the course. Any questions or concerns should be discussed immediately with your instructor and/or local academic staff. Your grades and attendance records can be accessed via your *MyCEA Account* online at any time throughout the semester.

ACADEMIC INTEGRITY: CEA is an academic community based on the principles of honesty, trust, fairness, respect and responsibility. Academic integrity is a core value which ensures respect for the academic reputation of CEA, its students, faculty and staff. CEA expects that you will learn in an environment where you work independently in the pursuit of

knowledge, conduct yourself in an honest and ethical manner and respect the intellectual work of your peers and faculty. Students, faculty and staff have a responsibility to be familiar with the definitions contained in, and adhere to, the CEA Academic Integrity Policy.

For the complete policies, please see the Academic Integrity Policy in its entirety by visiting http://www.ceastudyabroad.com/docs/GC_Academic_Integrity_Policy.pdf.

Violations of CEA's Academic Integrity Policy may result in serious consequences, including program dismissal. CEA also reserves the right to share information of such violations with your home institution.

SPECIAL ACCOMMODATIONS: CEA is supportive of students with the need for special accommodation(s) on its study abroad programs. In order to accommodate special requests, students must notify CEA in advance and provide documentation no later than one week from the start of classes. Students requesting special accommodation(s) must submit CEA's Special Accommodation(s) Form. CEA will review requests to determine what accommodation(s) can be granted. The extent to which accommodations can be provided depends on the nature of the accommodation needed, the general situation in the host country regarding accessibility and available services and costs of services. Late requests are subject to review, and CEA may not be able to provide accommodations. Retroactive requests for accommodations will not be considered. Additional details can be found: <http://www.ceastudyabroad.com/docs/CEA-DisabilityPolicy.pdf>

RELIGIOUS HOLIDAYS: CEA is sensitive to, and supportive of, the fact that faculty, staff and students constitute a rich mixture of religious and ethnic groups. CEA recognizes that many religious holidays merit or require absence from class. To strike a reasonable balance between accommodating religious observance and meeting academic needs and standards, CEA instructors will make reasonable accommodation when a student must miss a class, exam or other academic exercise because of a required religious observance, when the instructor/Academic Office is informed of the specific instance in need of accommodation within the first two weeks of the semester course, or by the end of the second class meeting of summer or short session. Students must submit any missed work in advance of the holiday and will be required to make up missed class time through alternate assignments to receive full credit for time out of class. Students must submit a written request for religious accommodations using *CEA's Religious Observance Request Form* in the timeline stated above for full consideration.

ACADEMIC ELIGIBILITY: You must remain academically eligible to participate in CEA classes. Factors determining eligibility are outlined in *CEA Student Policies*, including: full-time status, satisfactory academic progress and complying with academic and attendance policies. Whether you plan to transfer letter grades back to your home institution or not, CEA expects that you will complete all graded assessment categories in each course in which you are enrolled. Failure to complete course requirements will result in grade penalties, and may lead to academic probation and/or program dismissal if you are unable to maintain satisfactory academic progress or full-time student status in your program.

EARLY PROGRAM DEPARTURE: CEA does not allow early program departures. Students departing the study abroad program prior to the end date remain subject to all course policies, including attendance. Assignments, presentations, examinations, or other work will not be rescheduled for voluntary early program departures. In the event of an emergency in which a student is unexpectedly unable to complete the program, students may submit a request for *Leave of Absence or Program Withdrawal* using the appropriate form for CEA review and approval. Contact CEA academic staff to request these forms.

COURSE AND INSTRUCTOR EVALUATIONS: Students will have the opportunity to evaluate both the class and the instructor at the conclusion of the course. Your constructive participation in the evaluation process is important and appreciated.

TRANSCRIPTS: CEA transcripts for this course will be available approximately 90 days from your program completion.

APPEALING A GRADE: Students who decide to appeal a course grade must do so within the **60-day period** following the end of your academic program (or, for academic year students, the end of the semester in which the course was taken). Upon receiving course grades through the *MyCEA Account*, you may initiate the appeal process by filling out and submitting to Academics@ceastudyabroad.com and your onsite academic staff the CEA *Grade Appeal Application Form*.

The grade appeal must concern an end-of-semester form of assessment calculated after the Program End date. It is your responsibility to address all interim grading issues directly with your instructor(s) while onsite. The appeal procedure and the grade re-evaluation it requires do not guarantee a change in grade and could result in an increase, no change, or decrease in the final grade. Any change is subject to a ruling by the course instructor, in consultation with the Academic Dean, and must be based on the academic evidence provided by you to support the appeal. Keep in mind that you may need to submit copies of your work, emails to/from faculty if you are disputing a grade. We recommend keeping records

of your work and communications for 3 – 12 months after program completion, until your academic records have been recorded at your home institution.

Upon receiving the results of the review and the decision of the instructor, CEA staff will inform you of the outcome of the appeal. Students who decide to submit a secondary appeal must submit a *Grade Appeal Review Petition* to the Department of Academic Affairs at Academics@ceastudyabroad.com within 15 days of being informed of the initial appeal decision. Secondary appeals will be reviewed by CEA's Academic Review Board. All decisions from the Academic Review Board are final.

A FULL LIST OF CEA POLICIES IS AVAILABLE ONLINE:

[HTTP://WWW.CEASTUDYABROAD.COM/DOCS/CEA_POLICIES.PDF](http://www.ceastudyabroad.com/docs/CEA_POLICIES.PDF)