

**Title: AFRICAN DIASPORA IN SPAIN: MIGRATION AND CONTEMPORARY ISSUES  
- IS 305**

**Language:** English

**Total hours:** 45 hours

**Credits:** 3 credits

**Instructor:** Xavier Ferrer Gallardo

**Faculty Bio:**

Professor Xavier Ferrer Gallardo currently works as an Adjunct Lecturer at the Humanities Department of Universitat Pompeu Fabra Barcelona, teaching several courses: “European Geography” (BA of Humanities and “Mass Media and Geopolitics” and “Current Global Issues” (BA of Global Studies). Also taught “Sources and tools for the analysis of migrations” (MA in Migration Studies) in the Political Science Department. The professor has previously taught at Universitat Autònoma de Barcelona and at Universitat Internacional de Catalunya. The courses he teaches are strongly related to and influenced by his research trajectory.

At the crossroads between Human Geography and Political Science, Xavi’s research has always had a focus on the geopolitics of borders and migration dynamics. He received his PhD in Geography at Universitat Autònoma de Barcelona in 2008. During his doctoral research period, he conducted research stays at Queen’s University Belfast, UK, and at Université Abdelmalek Essaadi, Tetouan, Morocco. Between 2010 and 2012, he worked as a postdoc researcher at Radboud University Nijmegen (The Netherlands). Between 2012 and 2016 Xavi worked in the Geography Department of Universitat Autònoma de Barcelona, where he participated in two FP7 EU projects. These projects investigated the manifold consequences of increasing cross-border interaction for the development of regions at the EU’s external borders, as well as the conceptual change in border studies in relation to fundamental social, economic, cultural and geopolitical transformations that have taken place in the past decades

*This course will appear on a Jacksonville Transcript as **Special Topics: African Diaspora in Spain-Migration and contemporary issues - IS 305***

**Description of the course:**

This course will cover:

- Spanish colonialism in Africa
- EU migration and border securitization policies
- The militarization of the EU-Morocco border
- Debates about European identity
- The rise of xenophobic and Islamophobic discourses across Europe
- The Islamic influence on Spanish culture
- The impact of the slave trade on the Spanish Economy in the 19th century

- Immigration dynamics in Barcelona, with a focus on the experience of immigrants from Senegal and Nigeria

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### **Course objectives:**

At the end of this course the students will be able to:

- Recognize the main theoretical debates that help explain and interpret the current border regime implemented at the EU-Africa Border;
- Analyze, criticize and explain the societal impact of current EU policies of migration/border control;
- Generate written texts and to implement oral presentations about EU migration policies and their interaction with debates on border securitization.

Cognitive / Knowledge skills:

- Understand the history that connects Spain to different African countries.
- Examine the issues that people of the African diaspora face in Spain in regards to immigration and race relations.
- Develop awareness of the influence of the colonial past in current EU-African relations

Analytical / Critical Thinking Skills (Oral & Written):

- Critically analyze readings and class discussions on academic blog
- Contribute actively to class discussions.
- Develop a project that will be presented in class that demonstrates knowledge and interest in a subject area discussed in class.

Affective & Behavioral / Attitudinal Skills:

- Develop sensitivity around issues that affect African immigrants in Spain.

### **Methodology:**

The course will combine lectures, guest speakers and field trips both in Barcelona and southern Spain. The course will culminate in a final project.

### **Evaluation:**

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

The final grade consists of:

20%	Individual Assignments
20%	Class Participation
15%	Midterm Exam
25%	Final Exam

20% Final Project

**Class participation:**

Active class participation includes coming to class prepared, having read the material for that day, answering questions from the professor, asking questions and engaging in group activities. Students are encouraged to express their opinions in class with the professor and the other students.

**Exams:**

Both the midterm and the final exams may contain a mix of short answer and essay questions aimed to test the students' full comprehension of course materials and the ability to use this information to argue his/her opinions.

The guidelines for exams are as follows:

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

In addition to guest speakers and lectures, the course is also designed to be an experiential learning experience. During the course, students will keep individual academic blogs where they will post various class assignments. Toward the end of the course, students will develop a project devoted to an area of interest from the course. Students can work alone or in small groups, and use resources from class readings and outside resources. The final project can be completed in the form of a presentation, video, or audio recording and will serve as a way to demonstrate knowledge of critical concepts.

**Field Studies:**

Each course will include a minimum of 2 field studies. These field studies will be directly related to the course work, and may include visits to monuments, companies, government buildings, or museums.

**Academic Integrity:**

SIS programs foster critical thinking and intellectual development of its students. In doing so,

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

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

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

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

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

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

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

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

### **Attendance Policy:**

**SEMESTER:** Students are allowed THREE absences throughout the semester without penalty. Starting with the fourth absence, the student's FINAL GRADE will be lowered by a fraction of a letter (1/3 of a letter grade). For example, if a student has 4 absences and a final grade of B+, the grade will be lowered to a B, if 5 absences the grade is lowered to B-.

**SUMMER:** Students are allowed TWO absences throughout the summer without penalty. Starting with the third absence, the student's FINAL GRADE will be lowered by a fraction of a letter (1/3 of a letter grade). For example, if a student has 4 absences and a final grade of B+, the grade will be lowered to a B, if 5 absences the grade is lowered to B-.

*\*January Term students are allowed TWO absences as well.*

There are NO excused absences. If a student misses class because s/he is sick, that counts as one of the allowed absences. No excused absences and no excuses.

Quizzes, exams and participation points that are missed because of an absence cannot be made up for.

Students that arrive late 5 minutes or more will receive a 0 for participation for the day.

**Course Content:**

Session (date)	Content	Class activity	Student assignments
1	Introduction. Europe in Africa and Africa in Europe. Course description	Lecture and Class Discussion	
2	The arrival of Islam in Europe in the 8 <sup>th</sup> century and the myth of the Christian "Reconquista"	Lecture and Class discussion	Required reading: 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 & class discussion	Required reading: 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," <i>Western European Politics</i> , Vol. 39, No. 6 (2016), pp. 1181-1204
4	The current expansion of the Halal Food Industry in Spain	Lecture & class discussion/ Guest speaker	
5	Europe and the "refugee"	Lecture & Class	Required reading:



	crisis". The (un)welcoming of refugees in the EU?	Discussion	Lucassen, Leo (2018) Peeling an onion: the "refugee crisis" from a historical perspective, <i>Ethnic and Racial Studies</i> , 41:3, 383-410
6	Spanish Colonialism in Africa (I): Morocco	Lecture & Class Discussion	Required reading: Ferrer-Gallardo, X. (2008). The Spanish–Moroccan border complex: Processes of geopolitical, functional and symbolic rebordering. <i>Political Geography</i> , 27(3), 301-321.
7	Spanish Colonialism in Africa (II): The Spanish Civil War started in Africa. Franco and the Spanish Protectorate in Morocco	Guest speaker	Required reading: Graham, H. (2005). <i>The Spanish Civil War: a very short introduction</i> (Vol. 23). Oxford University Press.
8	Spanish Colonialism in Africa (III): Equatorial Guinea	Lecture/class discussion Guest speaker	Required reading: Ugarte, M. (2010). <i>Africans in Europe: the culture of exile and emigration from Equatorial Guinea to Spain</i> (Vol. 21). University of Illinois Press. Pp. 1-17
9	1890s-1910: Money from Cuban slave trade returns to Spain (Influences on Modernism)	Guest speakers Slavery Walking Tour	Write blog post on reflections of impact of slavery in Americas on Spain
10		Lecture and class discussion	Required reading:



	Internal EU debordering and external EU rebordering	Midterm review	Scott, J. W. (2012). European politics of borders, border symbolism and cross-border cooperation. A companion to border studies, 83-99.
11	Midterm exam		
12	Beyond Fortress (EU)rope. The externalization of EU border controls	Lecture & Class Discussion	Required reading: Isleyen, Beste (2018). Turkey's governance of irregular migration at European Union borders: Emerging geographies of care and control. Environment and Planning D: Society and Space, 36(5), 849-866.
13	Migrant deaths at the borders of the European Union	Lecture & Class Discussion	Required reading: 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.
14	The EU borders in Africa. Ceuta and Melilla (I). The Spanish-Moroccan Geopolitical Dispute	Lecture & Class Discussion	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
15	The EU borders in Africa. Ceuta and Melilla (II). Migration and Border control	Lecture & Class Discussion	Required reading: 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.
16	Refugees in Barcelona. The case of the Syrian Community	Guest speaker	Required reading: R. Jones, <i>Violent borders: Refugees and the right to move.</i> Verso Books, 2016, pp. 1-28
17	Case Study: Nigerian women's Association of Malaga	Lecture & Class Discussion/Guest Speaker	Write blog post on your thoughts on the work of this association
18	Case Study: The plight of Senegalese street vendors in Barcelona	Field Study in Raval	Write a blog post proposing solutions to this problem
19	Sub-saharan Africans en route to the European Union	Lecture & Class Discussion	Required reading: Schapendonk, J., & Steel, G. (2014). Following migrant trajectories: The im/mobility of Sub-Saharan Africans en route to the European Union. Annals of the Association of American Geographers, 104(2),

			262-270.
20	The role of Frontex and the management of EU external borders.	Lecture & Class discussion	Required reading: van Houtum, H., & Lacey, 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
21	Project Presentations	Class member evaluations	Presentations in class
22	Project presentations	Class member evaluations	Write reflective blog post
23	Final Discussion	Final Exam Review	
24	FINAL EXAM	FINAL EXAM	FINAL EXAM

**\*Number of sessions may change depending on term.**

### **Mandatory Readings:**

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

- 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
- 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.
- Graham, H. (2005). *The Spanish Civil War: a very short introduction* (Vol. 123). Oxford University Press.
- Isleyen, Beste (2018). Turkey’s governance of irregular migration at European Union borders: Emerging geographies of care and control. *Environment and Planning D: Society and Space*, 36(5), 849-866.
- Jones, R. (2016). *Violent borders: Refugees and the right to move*. Verso Books, 2016, pp. 1-28
- 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
- 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
- Scott, J. W. (2012). European politics of borders, border symbolism and cross-border cooperation. *A companion to border studies*, 83-99.
- Schapendonk, J., & Steel, G. (2014). Following migrant trajectories: The im/mobility of Sub-Saharan Africans en route to the European Union. *Annals of the Association of American Geographers*, 104(2), 262-270.
- 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