

Exploring Barcelona: Identity in a Multinational Society

Semester: **Spring 2016**

Professor: **Núria Rodríguez Bernal**

Course Description

This course aims to give students the needed tools for them to make the most of their Study Abroad experience from an intercultural learning perspective and to engage with the local community in ways that will enhance their own perspective of the world. Using the city of Barcelona and its current context as a pivotal center, the lectures and activities throughout the sessions will be focused in helping students develop an opinion about the most important political, economical, social or cultural issues that are being discussed right now in Catalonia, Spain and Europe.

The theoretical approach of important concepts like 'integration', 'community', 'identity' or 'communication' will be supported with material that will help students to better understand their very own situation while studying abroad. The activities, excursions and presentations made by relevant actors of the society will offer an opportunity to get in real touch with the city and its polyhedral reality.

Methodology

This course lasts a total of 45 contact hours spread across 21 sessions. Students will always be required to actively participate and to think about how the material covered can be applied to their experience. The structure of each session will vary depending on its characteristics. There will be five broad types of session (for more detail of the content see *Structure of the Course* below):

- First Contact: In order to get acquainted with the city, gain orientation skills and better understand its many realities, students will visit different neighborhoods that represent some of the most characteristic identities of Barcelona.
- Theoretical Lessons: Lecture style sessions that cover general and fundamental aspects to help students gain background and perspective of the Spanish recent past and the present.
- Academic Field Visits: Learn from representatives of the Barcelona City Hall about the different identities of the city and its branding strategy.
- Daytrip/Excursion: Guided field trip to a significant place to better illustrate part of the covered theoretical material. This will be specifically prepared considering the general interests of the group, and could imply visiting other cities or important cultural/artistic sites.
- Afternoon Meetings: The goal of these meetings is twofold. First, to be aware and discuss the most important events developing in Barcelona/Catalunya /Spain during their stay, for this, students will be asked to read the press on a regular basis and use these meetings to ask any doubt. Second, to learn about the different identities of the city of Barcelona and reflect about their own identity. In order to accomplish this, every meeting will take place in a specific neighborhood that will help us choose a relevant topic. Students will be expected to participate in these meetings not only from a purely theoretical approach, but also using their very own experiences in their daily lives, their classes and their

internships. Merging what they learn with what they experience will help them gain a much deeper knowledge on the process they are going through.

Additionally, an online blog will be created in order for students to update a weekly personal diary that will give them a sense of continuity and that will serve them as a reflection platform from a more intimate perspective. In every entry on their blogs (about a page long each), students will consider the general topics covered during the different sessions, their personal experiences and an ethnographic approach to the reality around them. At the end of the course, as their last entry of the blogs and final writing component, students will have to write a longer entry (about three pages) as a global reflection for the whole semester.

Grading

During the final evaluation session, a “tribunal” will be formed with members of the IFSA staff, professors, and relevant actors of the Barcelona society. Students will have to orally present their final projects and also answer questions on the recent events in the city/region/country. The main intention is to evaluate the whole experience of the students and to make sure they understood the interrelation of the many activities performed and experienced.

The evaluation of this course will be divided in three different ways:

The first one (30% of the grade) will be related to class participation. Every day, part of the session will be dedicated to make students reflect upon their reality in the local community. Also, readings covering the main topics of each session will be assigned so that they have an intellectual framework from which to analyze their experiences, interact with the professor, ask questions and give their opinion. Students will also be expected to find additional ways to interact with their host communities, and bring that experience to class for discussion.

The second one (30% of the grade) will be based on their blog entries, the punctuality in uploading them, their continuity, their evolution and the degree to which students can appropriately use the academic resources made available to them for their analyses.

The third and last, (40% of the grade) will be a final project. Students will be asked to choose a topic that they already have some knowledge about and that is relevant for them and to analyze it from the new perspective they gained while studying abroad in Barcelona. They will have to write a 10 pages paper in which they develop the main ideas related to their topic and also the transformation of their original thought after their experience and research.

Structure of the course		
Activity Sessions / Hours	Content	Description & Readings
First Contact 1 session / 4h	- Sociological instructor guided visit around Barcelona.	- Visit of at least five of the ten districts of Barcelona by using different means of transportation. Look for high spots to get 'aerial' views and better understand the distribution of the city. Readings - VV. AA. "Tourism under Debate" in <i>Barcelona Metròpolis</i> , nº 95 (March 2015), pp. 45-59. - "The 10 Barcelonas" website http://meet.barcelona.cat/en/discover-barcelona/districts
Theoretical lessons 7 sessions / 14h	- Intercultural communication - National communities vs. globalization - Student abroad: visitor, tourist or local? - Introduction to field note taking: ethnographic writing	- Introduction to the main topics that will be vehicular throughout the whole semester. Readings - BENNET, Milton J. "Becoming Interculturally Competent", in WURZEL, J. (Ed.). (2004). <i>Toward multiculturalism: A reader in multicultural education</i> (2nd ed., pp. 62-77) - WELLER, Christoph, <i>Collective Identities in World Society</i> , World Society Research Group, 1997. - O'CALLAGHAN, Jamie Allison, <i>How a One Semester Study Abroad Experience Affects an Undergraduate College Student's Identity Development</i> , Montana State University, 2006. - HUMPHREYS, M. & WATSON, T.J. (2009), "Ethnographic practices: from 'writing-up ethnographic research' to 'writing ethnography'", in VVAA (Eds), <i>Organizational Ethnography: Studying the Complexities of Everyday Organizational Life</i> , Sage Publications, London, pp. 40-55.
	- Contemporary History & Politics (I)	- Lecture on the Spanish 20 th and 21 st Century. Readings - MAGONE, José M., <i>Contemporary Spanish Politics</i> , Routledge, 2008 (selected chapters) - TUSELL, Javier, <i>Spain: From Dictatorship to Democracy</i> , Wiley-Blackwell, 2011 (selected chapters)
	- Contemporary History & Politics (II)	- Lecture on the Spanish 20 th and 21 st Century. Readings - MAGONE, José M., <i>Contemporary Spanish Politics</i> , Routledge, 2008 (selected chapters) - TUSELL, Javier, <i>Spain: From Dictatorship to Democracy</i> , Wiley-Blackwell, 2011 (selected

		chapters)
	- Contemporary Society & Culture (I)	- Lecture on the Spanish 20 th and 21 st Century. Readings - JORDAN, Barry, <i>Spanish Culture and Society</i> , Hodder Education, 2002 (selected chapters) - SMITH, Paul Julian, <i>Contemporary Spanish Culture</i> , Polity Press, 2002 (selected chapters)
	- Contemporary Society & Culture (II)	- Lecture on the Spanish 20 th and 21 st Century. Readings - JORDAN, Barry, <i>Spanish Culture and Society</i> , Hodder Education, 2002 (selected chapters) - SMITH, Paul Julian, <i>Contemporary Spanish Culture</i> , Polity Press, 2002 (selected chapters)
	- Case Study (I)	- Deep study of a specific aspect of the Spanish present chosen depending on the particular interests of the group. Examples: 'The 15-M movement and the <i>Podemos</i> phenomenon', 'The Economic Crisis and its effects' or 'Gender issues in Spain'. Readings to be assigned upon the selection of the topic.
	- Case Study (II)	- Deep study of a specific aspect of the Spanish present chosen depending on the particular interests of the group. Examples: 'The 15-M movement and the <i>Podemos</i> phenomenon', 'The Economic Crisis and its effects' or 'Gender issues in Spain'. Readings to be assigned upon the selection of the topic.
Academic Field Visits 3 sessions / 6h	- Barcelona Activa (BCN's City Hall Business department)	- Visit to installations and exposition of their functioning and role. Readings - AAVV, <i>From Barcelona to the World. The Economic Promotion Model</i> , Barcelona, 2013. - Barcelona Activa website http://www.barcelonactiva.cat/barcelonactiva/en/index.jsp
	- Barcelona Cultura (BCN's City Hall Culture department)	- Visit to installations and exposition of their functioning and role. Readings - RAMONEDA, Josep <i>Barcelona Open City</i> , Barcelona, 2010. - Barcelona Cultura website http://lameva.barcelona.cat/barcelonacultura/en - Barcelona Dades website http://barcelonadadescultura.bcn.cat/?lang=en

	- Barcelona Nova Ciutadania (BCN's City Hall Immigration department)	- Visit to installations and exposition of their functioning and role. Readings - RAMÓN, Marta, "Integration of Immigrants into Cities through Culture: The Case of Barcelona", in <i>Quaderns de la Mediterrània</i> , 17, 2012, pp. 23-29. - Barcelona Nova Ciutadania Website http://www.bcn.cat/novaciutadania/index_en.html
Daytrip / Excursion 1 session / 3-5h	During one of the group's weekend excursions throughout the semester there will be a visit directly related to this course content.	Readings to be assigned upon the selection of the visit.
Afternoon Meetings 8 sessions / 16h	- Barri Gòtic: Cultural Identity. Family. Inheritance. Past.	- Reflection and discussion Readings - PROSTAK, Rafal & SPIEWAK, Anna. "Community, Language and Ethical Dimension of Cultural Identity: Charles Taylor and Challenges of Post-Modernity." in <i>Memory in Canada: Global Perspectives</i> , Magdalena Paluszkiewicz-Misiaczek and Anna Reczynska, editors. Krakow, 2005. 399-408.
	- Raval: Discrimination. Racism. The other as danger.	- Reflection and discussion Readings - DERVIN, F. "Cultural identity, representation and Othering." In JACKSON, J. (ed.). <i>Routledge Handbook of Intercultural Communication</i> , London & NY: Routledge, 2011.
	- Pedralbes: Money. Showing off. Exclusivity. What others think about us.	- Reflection and discussion Readings - AKERLOF, George A. & KRANTON, Rachel E. "Economics and identity" in <i>The Quarterly Journal of Economics</i> , Vol. CXV, August 2000, Issue 3, pp. 715-753.
	- Gràcia: Moral values. Help. The other as priority.	- Reflection and discussion Readings - HITLIN, Steven, "Values, Personal Identity and the Moral Self", in <i>Handbook of Identity Theory and Research</i> , 2011, pp. 515-529.
	- Born: The self. Identity. Us alone with ourselves.	- Reflection and discussion Readings - VVAA, "Self, Self-concept and Identity", in

		<i>Handbook of Self and Identity</i> , Guilford Press, New York, 2012, pp. 69-104.
	- 22@: Labour identity & technological identity.	- Reflection and discussion Readings - ADKINS, Lisa & LURY, Celia, "The Labour of Identities: Performing identities, performing economies", in <i>Economy and Society</i> , Vol. 28, Issue 4, 1999, pp. 598-614.
	- Eixample: Sexual identity.	- Reflection and discussion Readings - MORGAN, Elizabeth M. "Contemporary issues in Sexual Orientation and Identity Development in Emerging Adulthood", in <i>Emerging Adulthood</i> , March 2013, Vol. 1, nº 1, pp. 52-66.
	- Closure: getting ready to go back home. Have we changed?	- Reflection and discussion Readings - MELNICK, Joseph & ROOS, Susan "The Myth of Closure", in <i>Gestalt Review</i> , 11(2), 2007, pp. 90-107.
Final Evaluation 1 session / 2h	- Presentation to the Tribunal	- Oral presentation of projects and evaluation of the semester experience. Readings - STORZ, C., <i>Oral Presentation Skills. A Practical Guide</i> , Envy, 2002.

Recommended readings

- ANDERSON, Benedict, *Imagined Communities: reflections on the origin and spread of nationalism*, Verso, 2006.
- BAYM, Nancy K., *Personal connections in the digital age*, Polity Press, 2011.
- BENNETT, Milton J., *Basic Concepts of Intercultural Communication: Paradigms, Principles and Practices*, Intercultural Press, 2013.
- BLACK, Stanley, *Spain since 1939*, Palgrave Macmillan, 2009.
- CALAVITA, Kitty, *Immigrants at the Margins: Law, Race, and Exclusion in Southern Europe*, Cambridge University Press, 2005.
- CALLAHAN, William J., *The Catholic Church in Spain*, Catholic University of America Press, 2012.
- ENCARNACIÓN, Omar G., *Spanish Politics*, Polity Press, 2008.
- FEATHERSTONE, Mike, *Undoing culture: Globalization, Postmodernism and Identity*, Sage, 2000.

- GUNTHER, Richard & MONTERO J.R., *The Politics of Spain*, Cambridge UP, 2009.
- HOOPER, John, *The new Spaniards*, Penguin, 2006.
- JORDAN, Barry, *Spanish Culture and Society*, Hodder Education, 2002.
- LABANYI, Jo, *Constructing Identity in Contemporary Spain*, Oxford UP, 2002.
- MAGONE, José M., *Contemporary Spanish Politics*, Routledge, 2008.
- MENA MONTES, Noemi, *Immigration in Spain*, Lambert Academic publishing, 2012.
- NEULIEP, W. James, *Intercultural Communication: A Contextual Approach*, Sage, 2012.
- ORTI, Pilar, *The A to Z of Spanish Culture*, lulu.com, 2012.

- PAIGE, Michael et al., *Maximizing Study Abroad: A Student's Guide to Strategies for Language and Culture Learning and Use*, University of Minnesota Press, 2002.
- PAPACHARISSI, Zizi (ed.), *A Networked Self: Identity, Community and Culture on Social Network Sites*, Routledge, 2010.
- REQUEJO, Ferran, *Multinational Federalism and value pluralism: The Spanish Case*, Routledge, 2005.
- RODGERS, Eamonn, *Encyclopedia of Contemporary Spanish Culture*, Routledge, 2001.
- ROMERO SALVADO, Francisco J., *Twentieth-century Spain: Politics and Society in Spain, 1898-1998*, Palgrave MacMillan, 1999.
- ROSS, Christopher J. et alii (eds.), *Contemporary Spain*, Hodder Education, 2008.
- SHUBERT, Adrian & ÁLVAREZ JUNCO, José (eds.), *Spanish History since 1808*, Bloomsbury Academic, 2000.
- SMITH, Paul Julian, *Contemporary Spanish Culture*, Polity Press, 2002.
- SMITH, Marc & KOLLOCK, Peter (eds.), *Communities in Cyberspace*, Routledge, 2011.
- TING-TOOMEY, Stella & CHUNG, Leeva C., *Understanding Intercultural Communication*, Oxford University Press, 2011.
- TREMLETT, GILES, *Ghosts of Spain*, Faber & Faber, 2007.
- TUSELL, Javier, *Spain: From Dictatorship to Democracy*, Wiley-Blackwell, 2011.
- WILLIAMS, Mark, *The Story of Spain*, Santana Books, 2000.