

## COURSE SYLLABUS

# EXPLORING BARCELONA: IDENTITY IN A MULTINATIONAL SOCIETY

IFSA Barcelona

**US semester credit hours:** 3

**Contact Hours:** 45

**Course Code:** IS310-01

**Course Length:** Semester

**Delivery Method:** Face to face

**Language of Instruction:** English

**Suggested cross-listings:** Anthropology, International Studies, Cultural Studies

### **COURSE DESCRIPTION**

This course aims to give students the needed tools for them to make the most of the study abroad experience from an intercultural learning perspective and to engage with the local community in ways that will enhance one's own understanding of the world. Using the city of Barcelona and its current context as a pivotal backdrop, the lectures and activities throughout the sessions will focus on helping students develop thoughtful opinions about the most important political, economic, social or cultural issues under discussion right now in Catalonia, Spain and Europe.

The theoretical approach of important concepts such as 'integration,' 'community,' 'culture' 'identity' and 'intersectionality' will be supported with material that will help students to better understand their own cultural lenses, recognize and appreciate the value of the perspectives of others, draw on cultural frameworks, and gain facility with strategies for constructive communication across cultures. The activities, excursions and presentations made by relevant actors of Barcelona society as part of this course will offer students an opportunity to get in real touch with the city and its multi-faceted, polyhedral reality.

Upon completion of this course, students will understand that the cultural adaptation skills, developed during the study abroad experience, including intercultural communication and cultural empathy, can be constructively utilized when engaging with difference of any kind in the future.

### **COURSE DELIVERY**

This course includes 45 contact hours offered in multiple class sessions over a semester. Students will always be required to actively participate and to think about how the material covered can be applied to their own experiences. Students are also encouraged to bring their prior learning experiences into class discussions (based on experiential learning theory) and to make cognitive connections between this course and others in IFSA Barcelona whenever possible (based on the philosophy of integrative learning).

## COURSE SYLLABUS

Students are expected to read or view assigned resources in advance and be prepared to actively discuss them in class. In most meetings, the instructor will overview the topic and then facilitate a group discussion, drawing out relevant themes, following up on specific lines of inquiry, and prompting students' thoughtful engagement with the topic. Two case studies are included in the course.

The structure of each session will vary depending on its characteristics. There will be five broad types of session as follows (for more detail of the content see "Course Structure" below):

- First Contact: To become 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. These visits will be guided by the instructor.
- 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 site of cultural significance 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/Catalonia/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 on their own identities. 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 (if applicable). 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 (one page 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

## **COURSE SYLLABUS**

the blogs and final writing component, students will have to write a longer entry (three pages) as a global reflection for the whole semester.

### **STUDENT LEARNING OBJECTIVES**

Students who successfully complete this course will:

- Have increased understanding of the concepts of ‘integration’, ‘community’, ‘culture’, ‘culture empathy,’ ‘identity’ and ‘intersectionality’
- Demonstrate facility with ethnographic methods for observation, reflection, and research
- Critically describe a major current issue in Barcelona within each of the following areas: political, economic, social, and cultural
- Be aware of their own cultural perspective and understand how that perspective impacts their reaction to and interaction with others
- Understand how to navigate cultural complexities in order to more productively and appropriately interact and communicate across cultural differences
- Become familiar with resources available for further research on course topics
- Make cognitive connections between learning in this course and other learning experiences in IFSA Barcelona

### **COURSE STRUCTURE**

The following information details the breakdown of content and class hours by types of session. The instructor will provide students with a course calendar, including assignment due dates and logistical information for field visits, on the first day of class.

#### **First Contact (4 hours)**

- 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.
  - Build class community, review syllabus, discuss student and instructor expectations
- VV. AA. “Tourism under Debate” in *Barcelona Metròpolis*, nº 95 (March 2015), pp. 45-59. - “The 10 Barcelonas” website <http://meet.barcelona.cat/en/discoverbarcelona/districts>

#### **Theoretical Lessons (14 hours)**

Introduction to the main topics that will be vehicular throughout the whole semester, followed by the following lectures, discussions, readings and case studies.

## COURSE SYLLABUS

Themes:

- Intercultural communication
- National communities vs. globalization
- Student abroad: visitor, tourist or local?
- Introduction to field note taking: ethnographic writing

BENNET, Milton J. "Becoming Interculturally Competent", in WURZEL, J. (Ed.). (2004). Toward multiculturalism: A reader in multicultural education (2nd ed., pp. 62-77)

WELLER, Christoph, Collective Identities in World Society, World Society Research Group, 1997.

O'CALLAGHAN, Jamie Allison, How a One Semester Study Abroad Experience Affects an Undergraduate College Student's Identity Development, Montana State University, 2006.

HUMPHREYS, M. & WATSON, T.J. (2009), "Ethnographic practices: from 'writing-up ethnographic research' to 'writing ethnography'", in VVAA (Eds), Organizational Ethnography: Studying the Complexities of Everyday Organizational Life, Sage Publications, London, pp. 40-55.

Themes:

- Contemporary History & Politics (I)
- Lecture on the Spanish 20<sup>th</sup> & 21<sup>st</sup> Centuries

MAGONE, José M., Contemporary Spanish Politics, Routledge, 2008 (selected chapters)

TUSELL, Javier, Spain: From Dictatorship to Democracy, Wiley-Blackwell, 2011 (selected chapters) -

Themes:

- Contemporary History & Politics (II)
- Lecture on the Spanish 20 & 21<sup>st</sup> Centuries

MAGONE, José M., Contemporary Spanish Politics, Routledge, 2008 (selected chapters)

TUSELL, Javier, Spain: From Dictatorship to Democracy, Wiley-Blackwell, 2011 (selected chapters) -

Themes:

- Contemporary Society & Culture (I)
- Lecture on the Spanish 20<sup>th</sup> & 21<sup>st</sup> Centuries

JORDAN, Barry, Spanish Culture and Society, Hodder Education, 2002 (selected chapters)

SMITH, Paul Julian, Contemporary Spanish Culture, Polity Press, 2002 (selected chapters)

## COURSE SYLLABUS

Themes:

- Contemporary Society & Culture (II)
- Lecture on the Spanish 20<sup>th</sup> & 21<sup>st</sup> Centuries

JORDAN, Barry, Spanish Culture and Society, Hodder Education, 2002 (selected chapters)

SMITH, Paul Julian, Contemporary Spanish Culture, 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 Podemos 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 Podemos 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 (6 hours)

- Barcelona Activa (BCN's City Hall Business department)
- Visit to installations and exposition of their functioning and role.

AAVV, From Barcelona to the World. The Economic Promotion Model, 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.

RAMONEDA, Josep Barcelona Open City, 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.

## COURSE SYLLABUS

RAMÓN, Marta, "Integration of Immigrants into Cities through Culture: The Case of Barcelona", in Quaderns de la Mediterrània, 17, 2012, pp. 23-29. - Barcelona Nova Ciutadania Website [http://www.bcn.cat/novaciutadania/index\\_en.html](http://www.bcn.cat/novaciutadania/index_en.html)

### **Unit 4 (3-5 hours) Daytrip/Excursion**

A guided daytrip/excursion directly related to this course content will be scheduled on one of the weekends during the semester.

Readings to be assigned upon the selection of the visit.

### **Afternoon Meetings (16 hours)**

Theme:

- Barri Gòtic: Cultural Identity. Family. Inheritance. Past.
- Reflection and discussion

PROSTAK, Rafal & SPIEWAK, Anna. "Community, Language and Ethical Dimension of Cultural Identity: Charles Taylor and Challenges of Post-Modernity." in Memory in Canada: Global Perspectives, Magdalena Palusziewicz-Misiaczek and Anna Reczynska, editors. Krakow, 2005. 399-408.

Theme:

- Raval: Discrimination. Racism. The other as danger.
- Reflection and discussion

DERVIN, F. "Cultural identity, representation and othering." In JACKSON, J. (ed.). Routledge Handbook of Intercultural Communication, London & NY: Routledge, 2011.

Theme:

- Pedralbes: Money. Showing off. Exclusivity. What others think about us.
- Reflection and discussion

AKERLOF, George A. & KRANTON, Rachel E. "Economics and identity" in The Quarterly Journal of Economics, Vol. CXV, August 2000, Issue 3, pp. 715-753.

Theme:

- Gràcia: Moral values. Help. The other as priority.
- Reflection and discussion

## COURSE SYLLABUS

HITLIN, Steven, "Values, Personal Identity and the Moral Self", in Handbook of Identity Theory and Research, 2011, pp. 515-529.

Theme:

- Born: The self. Identity. Us alone with ourselves.
- Reflection and discussion

VVAA, "Self, Self-concept and Identity", in Handbook of Self and Identity, Guilford Press, New York, 2012, pp. 69-104.

Theme:

- 22@: Labour identity & technological identity.
- Reflection and discussion

ADKINS, Lisa & LURY, Celia, "The Labour of Identities: Performing identities, performing economies", in Economy and Society, Vol. 28, Issue 4, 1999, pp. 598-614.

Theme:

- The Example: Sexual identity.
- Reflection and discussion

MORGAN, Elizabeth M. "Contemporary issues in Sexual Orientation and Identity Development in Emerging Adulthood", in Emerging Adulthood, March 2013, Vol. 1, nº 1, pp. 52-66.

Theme:

- Closure: preparing to return home. Have we changed? Integration of learning.
- Reflection and discussion

MELNICK, Joseph & ROOS, Susan "The Myth of Closure," in Gestalt Review, 11(2), 2007, pp. 90-107.

### **Final Evaluation (2 hours)**

Final Presentation to the Tribunal: Oral presentation of projects and evaluation of the semester experience (see details below)

STORZ, C., Oral Presentation Skills. A Practical Guide, Envry, 2002.

## COURSE SYLLABUS

### **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.

## **COURSE SYLLABUS**

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.

## **EVALUATION METHODS**

The course instructor will provide specific requirements and grading rubrics for individual assignments for the course. Your final grade in the course will be comprised of the following course requirements:

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

### **Class Participation (25%)**

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.

### **Blog Entries (25%)**

Weekly blog entries (one page each) will be required throughout the course. A final comprehensive reflective blog of three pages is also required. Factors in the assessment of this component include: punctuality in uploading blogs, their continuity, their evolution, their demonstration of critical reflection, and the degree to which students can appropriately use the academic resources made available to them for their analyses.

### **Final Paper (30%)**

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-page 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.

### **Final Presentation/“Tribunal” (20%)**

## COURSE SYLLABUS

During the final evaluation session, an informal “tribunal” will be formed with members of the IFSA staff, professors, and relevant actors of the Barcelona society. Students will orally present their final projects and answer questions on the recent events in the city/region/country, demonstrating critical reflections. The main intention is to evaluate the whole experience of the students and to make sure they understand and can articulate the interrelation of the many activities performed and experienced, as well as the impact on their personal learning.

### **Timely Submissions**

Assignments submitted after the deadline will be accepted at the discretion of the course instructor and generally only in the event of a documented illness or emergency.

### **ACADEMIC INTEGRITY**

Any academic endeavor must be based upon a foundation of honesty and integrity. Students are expected to abide by principles of academic integrity and must be willing to bear individual responsibility for their work while studying abroad. Any academic work (written or otherwise) submitted to fulfill an academic requirement must represent a student’s original work. Any act of academic misconduct, such as cheating, fabrication, forgery, plagiarism, or facilitating academic dishonesty, will subject a student to disciplinary action.

IFSA takes academic integrity very seriously. Students must not accept outside assistance without permission from the instructor. Additionally, students must document all sources according to the instructions of the professor. Should your instructor suspect you of plagiarism, cheating, or other forms of academic dishonesty, you may receive a failing grade for the course and disciplinary action may result. The incident will be reported to the IFSA resident director as well as your home institution.

Institute for Study Abroad  
6201 Corporate Dr., Suite 200 | Indianapolis, IN 46278  
800-858-0229 | [www.ifsa-butler.org](http://www.ifsa-butler.org)