CAS/GRS New Course Proposal Form
This form is to be used when proposing a new CAS or GRS course.

This form should be submitted to Senior Academic Administrator Peter Law (617-353-7243) as a PDF file to pgl@bu.edu. For further information or assistance, contact Associate Dean Susan Jackson (617-353-2410; sjackson@bu.edu) about CAS courses or Associate Dean Jeffrey Hughes (617-353-2690; hughes@bu.edu) about GRS courses.

DEPARTMENT OR PROGRAM: Anthropology/Study Abroad
DATE SUBMITTED: 8/30/16

COURSE NUMBER: CAS AN 367E (course will also be an AREA course)

COURSE TITLE: Migrations and Cultural Diversity in Spain: An Analysis from an Anthropological Perspective

INSTRUCTOR(S): Aida Esther Bueno Sarduy

TO BE FIRST OFFERED: Sem./Year: Spring 2017

SHORT TITLE: The “short title” appears in the course inventory, on the Link University Class Schedule, and on student transcripts and must be 15 characters maximum including spaces. It should be as clear as possible.

Analysis of migratory flows and their implications for Spain and the European Union from anthropological perspective. Study of conceptual and theoretical frameworks through which to examine diversity and complexity of migrations and their impact on Spanish society and culture. Conducted in Spanish.

PREREQUISITES: Indicate “None” or list all elements of the prerequisites, clearly indicating “AND” or “OR” where appropriate. Here are three examples: “Junior standing or CAS ZN300 or consent of instructor”; “CAS ZN108 and CAS ZN203 and CAS PQ206; or consent of instructor”; “For SED students only.”

1. State the prerequisites:

   Enrollment in the Madrid Spanish and European Studies Program and completion of fifth-semester Spanish or equivalent

   **The course will also be an “Area” requirement**
2. Explain the need for these prerequisites:

   **Course is conducted in Spanish.**

CREDITS: (check one)
- [ ] Half course: 2 credits
- [ ] Variable: Please describe.
- [x] Full course: 4 credits
- [ ] Other: Please describe.

Provide a rationale for this number of credits, bearing in mind that for a CAS or GRS course to carry 4 credits, 1) it must normally be scheduled to meet at least 150 minutes/week, AND 2) combined instruction and assignments, as detailed in the attached course syllabus, must anticipate at least 12 total hours/week of student effort to achieve course objectives.

The course meets over 14 weeks for a total of 40 instructional hours; two class meetings per week for a total of 3 hours. In order to complete the readings in Spanish for class meetings, prepare the group assignments and complete research for the final project, we anticipate between 8-10 hours per week of student effort outside of class time.

DIVISIONAL STUDIES CREDIT: Is this course intended to fulfill Divisional Studies requirements?
- [x] No.
- [ ] Yes. If yes, please indicate which division ______________________ and explain why the course should qualify for Divisional Studies credit. Refer to criteria listed [here](#) and specify whether this course is intended for “short” or “expanded” divisional list.

HOW FREQUENTLY WILL THE COURSE BE OFFERED?
- [x] Every semester
- [ ] Once a year, fall
- [ ] Once a year, spring
- [ ] Every other year
- [ ] Other: Explain:

NEED FOR THE COURSE: Explain the need for the course and its intended impact. How will it strengthen your overall curriculum? Will it be required or fulfill a requirement for degrees/majors/minors offered by your department/program or for degrees in other departments/school/colleges? Which students are most likely to be served by this course? How will it contribute to program learning outcomes for those students? If you see the course as being of “possible” or “likely” interest to students in another departments/program, please consult directly with colleagues in that unit. (You must attach appropriate cognate comments using cognate comment form if this course is intended to serve students in specific other programs. See [FURTHER INFORMATION](#) below about cognate comment.)
This course offers an additional elective in Spanish for students studying in Madrid. It expands the existing course options for more advanced students in Spanish: ie Contemporary Spanish Novel, Contemporary Spanish Politics, History of Spain, Spanish Film. It offers a different lens through which students can understand a significant dimension impacting current-day Spain, its society and culture. This course supports the program’s learning outcomes, specifically:

Demonstrate knowledge of Spanish culture with respect to three of the following areas: political, socioeconomic and cultural history, literature, film and the arts.

Develop new perspectives on one’s own culture and an ability to think critically about one’s own values and beliefs.

ENROLLMENT: How many undergraduate and/or graduate students do you expect to enroll in the initial offering of this course?

8-10

CROSS-LISTING: Is this course to be cross-listed or taught with another course? If so, specify. Chairs/directors of all cross-listing units must co-sign this proposal on the signature line below.

No.

OVERLAP:

1. Are there courses in the UIS Course Inventory (CC00) with the same number and/or title as this course?
   X No.
   □ Yes. If yes, any active course(s) with the same number or title as the proposed course will be phased out upon approval of this proposal.
   NOTE: A course number cannot be reused if a different course by that number has been offered in the past five years.

2. Relationship to other courses in your program or others: Is there any significant overlap between this course and others offered by your department/program or by others? (You must attach appropriate cognate comments using cognate comment form if this course might be perceived as overlapping with courses in another department/program. See FURTHER INFORMATION below.)

FACILITIES AND EQUIPMENT: What, if any, are the new or special facilities or equipment needs of the course (e.g., laboratory, library, instructional technology, consumables)? Are currently available facilities,
equipment, and other resources adequate for the proposed course? (NOTE: Approval of proposed course does not imply commitment to new resources to support the course on the part of CAS.)

The facilities and classrooms of the BU Madrid Program are adequate.

STAFFING: How will the staffing of this course, in terms of faculty and, where relevant, teaching fellows, affect staffing support for other courses? For example, are there other courses that will not be taught as often as now? Is the staffing of this course the result of recent or expected expansion of faculty? (NOTE: Approval of proposed course does not imply commitment to new resources to support the course on the part of CAS.)

Current BU Madrid faculty will teach the course.

BUDGET AND COST: What, if any, are the other new budgetary needs or implications related to the start-up or continued offering of this course? If start-up or continuation of the course will entail costs not already discussed, identify them and how you expect to cover them. (NOTE: Approval of proposed course does not imply commitment to new resources to support the course on the part of CAS.)

BU Study Abroad is the budgetary source for this course.

EXTERNAL PROGRAMS: If this course is being offered at an external program/campus, please provide a brief description of that program and attach a CV for the proposed instructor.

FURTHER INFORMATION THAT MUST BE ATTACHED IN ORDER FOR THIS PROPOSAL TO BE CONSIDERED:

- A complete week-by-week SYLLABUS with student learning objectives, readings, and assignments that reflects the specifications of the course described in this proposal; that is, appropriate level, credits, etc. (See guidelines on “Writing a Syllabus” on the Center for Excellence & Innovation in Teaching website.) Be sure that syllabus includes your expectations for academic honesty, with URL for pertinent undergraduate or GRS academic conduct code(s).

- Cognate comment from chairs or directors of relevant departments and/or programs. Use the form here under “Curriculum Review & Modification.” You can consult with Susan Jackson (CAS) or Jeffrey Hughes (GRS) to determine which departments or programs inside and outside of CAS would be appropriate.
CAS/GRS CURRICULUM COMMITTEE APPROVAL:

☐ Approved Date: _______________________
☐ Tabled Date: _______________________
☐ Not Approved Date: _______________________

Divisional Studies Credit:

☐ Endorsed
☐ HU
☐ MCS
☐ NS
☐ SS
☐ Not endorsed

______________________________________________________________
Curriculum Committee Chair Signature and Date

Comments:

PROVISIONAL APPROVAL REQUESTED for Semester/Year ____________________

______________________________________________________________
Dean of Arts & Sciences Signature and Date

Comments:

CAS FACULTY: Faculty Meeting Date: ____________________ ☐ Approved ☐ Not Approved

______________________________________________________________
Curriculum Administrator Signature and Date

Comments:
CAS AN 367 E

Migrations and Cultural Diversity in Spain: An Analysis from an Anthropological Perspective

Instructor: Aída Esther Bueno Sarduy, Ph. D.
Class: T/TH, 4:00-5:20 PM, Room 302
Email: profesorsarduy@gmail.com
Office hours: By appointment

Prerequisites: Completion of CAS LS 303 Fifth Semester Spanish or equivalent.

Course Description

This class, taught in Spanish, analyzes current-day migratory flows and their implications for Spain and the European Union from an anthropological viewpoint. Students will obtain conceptual and theoretical frameworks through which they will be able to critically analyze diversity and the complexity of migrations and their effect on Spanish society and culture.

This class meets twice per week for a total of 42 total hours over the course of the semester (14 weeks). Students are expected to come to class prepared to discuss the readings for each class (approximately 40 pages per week). Additionally, in order to complete research for the final paper which is completed in stages, as well as group assignments, the course will easily require 8-10 hours per week of student effort outside of the classroom.

Learning Outcomes

-Students will have acquired an understanding of the subject matter that will allow them to discuss topics related to migrations in Spain.
-Students will be able to understand and make use of the required readings and participate in a research project that will allow them to explore, in depth, one of the topics covered in class.

Methodology

This course consists of lectures and discussion of mandatory readings which will provide students with first-hand knowledge of topics covered in class. Students must be prepared to discuss the readings so that everyone may participate and make relevant academic analysis.

Readings (newspaper articles, academic journals, and other forms of media) will be available on Blackboard so that students can print them out or access them on their computers/tablets.
**Grading Policy**

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
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<tbody>
<tr>
<td>Attendance and Participation</td>
<td>10%</td>
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<tr>
<td>Midterm</td>
<td>25%</td>
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<tr>
<td>Research Project</td>
<td>40%</td>
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<tr>
<td>Final Exam</td>
<td>25%</td>
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</table>

**Attendance and Punctuality:** Attendance is mandatory. Absences will directly affect the final grade. Trips and family/friend visits are not excused. Excused absences should be communicated to the BU Madrid office and the instructor by email. Class sessions cannot be made up.

Students are expected to be punctual. Late arrivals and interruptions distract the instructor and the other students.

**Participation:** Participation is essential. In addition to attending class, students must demonstrate interest in the topics and participate in in-class discussions. Students will collaborate on the presentation and discussion of the texts, news articles, and the critical analysis of audiovisual materials, as instructed. Students must not only attend but also be “present” in class.

The use of cell phones during class is not permitted and students may not connect to the internet unless instructed to do so for a class activity.

All students will have the opportunity to make oral contributions in class which will be considered in the final grade.

**Midterm:** Students will be given 80 minutes to complete the in-class midterm exam. Texts and class notes are not allowed.

**Research Project:** This is a group assignment. Each group will be made up of no more than 3 students. It will be discussed the second week of class, and students will be given a handout with detailed instructions. The project will be presented orally over the last two days of class, and the presentation will count toward the total grade for the project. The written portion of the project will be turned in printed on the due date.

**Final Exam:** This written exam will be taken in class.

The exam may cover any topic reviewed during the semester in the form of specific questions or a written essay. Students can include comments from the text or a news article that should be related to concepts and texts covered in class.

Do not plan any travel before the final exam date is announced.

Once the final exam is completed, the grade will be added to the average grade of all completed work.
Plagiarism Policy

Presenting others’ work without adequate acknowledgement of its source, as though it were one’s own. Plagiarism is a form of fraud. We all stand on the shoulders of others, and we must give credit to the creators of the works that we incorporate into products that we call our own.

Some examples of plagiarism:

• a sequence of words incorporated without quotation marks
• an unacknowledged passage paraphrased from another’s work
• the use of ideas, sound recordings, computer data or images created by others as though it were one’s own
• submitting evaluations of group members’ work for an assigned group project which misrepresent the work that was performed by another group member
• altering or forging academic documents, including but not limited to admissions materials, academic records, grade reports, add/drop forms, course registration forms, etc.

Academic Conduct Code

It is every student’s responsibility to read the Boston University statement on plagiarism, which is available in the Academic Conduct Code. Students are advised that the penalty against students on a Boston University program for cheating on examinations or for plagiarism may be “...expulsion from the program or the University or such other penalty as may be recommended by the Committee on Student Academic Conduct, subject to approval by the Dean.” You can view the entire Academic Conduct Code here: http://www.bu.edu/academics/resources/academic-conduct-code/

Disability Accommodation Statement

If you are a student with a disability or believe you might have a disability that requires accommodations, please contact the Office for Disability Services (ODS) at 617-353-3658 to coordinate any reasonable accommodation requests. For more information, please see http://www.bu.edu/disability.

Required Readings


Recommended Ethnographic Readings


# Course Calendar

<table>
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<tr>
<th>SESSION</th>
<th>CONTENT</th>
<th>READINGS &amp; ASSIGNMENTS</th>
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<tbody>
<tr>
<td><strong>Part 1: Introduction to migrations study from an anthropological perspective. Migration theory and political migrations.</strong></td>
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<tr>
<td><strong>Session 1</strong></td>
<td>Some of the contributions of anthropology to migrations studies are analyzed. Some of the most influential theories for understanding human movement will be presented along with its demographic, social, economic, and political implications will be presented. Introduction to migrations studies. A world in movement. Borders, national security, and human rights.</td>
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<tr>
<td><strong>Session 3</strong></td>
<td>Migrations theory (Ravenstein Laws, neoclassical theory, push-pull factors, theories from a structural history perspective, theories on the perpetuation of migratory movement). The relevance of historical context and economic and cultural relations among sending and receiving poles. Continuation of discussion on the CASTRO NEIRA text (see Required Readings).</td>
<td>MARTÍNEZ VEIGA, Ubaldo. Teoría de las migraciones. Migraciones y Exiliós nº 1, 2000, pp. 11-26. (25 pages)</td>
</tr>
<tr>
<td><strong>Session 4</strong></td>
<td>Migrations as a global phenomenon: presence in national political agendas and global governance. Main receiving and sending countries worldwide.</td>
<td>DURAND, Jorge. &quot;Versiones y dimensiones de la migración global&quot; in HerediaZubieta, Carlos y Rafael VelázquezFlores, Perspectivas Migratorias II: la agenda pendiente de la migración. México, Centro de Investigación y Docencia Económica (CIDič), 2012, p. 21-48. (27 pages)</td>
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<tr>
<td><strong>Session 5</strong></td>
<td>The lives of immigrants: understanding immigration through individual experience. Life story or biographical method as a research strategy. Possibilities and specificities. How is the reconstruction of the life story carried out? Possibilities and limitations of this research technique.</td>
<td>PRAT I CARÓS, Joan. “En busca del paraíso: historias de vida y migración”. Revista de Dialectología y Tradiciones Populares LXII. 2 (2007, julio-diciembre): 21-61. (40 pages)</td>
</tr>
<tr>
<td><strong>Session 6</strong></td>
<td>The lives of immigrants: The use of information technology and communication in ethnographic work to understand how immigrants maintain ties over long distances.</td>
<td>CARRILLO ESPINOSA, M. Cristina. “La fotografía y el video como documentos etnográficos en el caso de la migración”</td>
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| Part 2: Migrations in and from Spain: Recent history and transformation. |
| Session 9 | This unit will cover the different stages of migration to and from Spain in the 19th and 20th centuries, beginning with the "Indian" era, followed by the exile provoked by the Spanish Civil War. We will also analyze interior migration and the rural exodus in the "development period" (1950-1975) and the migrations toward Europe in the 1960s. Spanish immigrants in Latin America: the dream to “hacer las Américas”. The reception of Spaniards into Latin American societies: symbolic capital and colonized power in the process of integration into receiving societies. | RAMÍREZ GOICOECHEA, Eugenia. “La inmigración española al Uruguay, 1946-1958: Un caso para repensar los procesos de inclusión/exclusión social.” Estudios Interdisciplinarios de América Latina y el Caribe 13.2 (2014). |
| Session 12 | Spanish immigrants in Germany in the 1960s. Viewing and discussion of the documentary “El tren de la memoria” (2005), a piece that reconstructs and narrates the true history of Spanish immigrants in Germany through emigrant testimony. | Video forum and conclusions on the Sanz Lafuente reading in reference to the working conditions of Spanish women that emigrated to Germany in the 1960s. Comparative analysis of current-day working conditions of immigrant women in the Spain. |

Session 14 | MIDTERM EXAM |
### Part 3: Immigration to Spain. Spain as a receiving country.

<table>
<thead>
<tr>
<th>Session 15</th>
<th>This unit will cover the transformation of Spain into a receiving country with special focus on the case of Latin American immigrants in Spain due to their long historical and cultural relationships and their history of migrations between Spain and Latin America. We will pay close attention to the process of feminization in the migratory flows in Spain as a consequence of the demand of female migrants to work in domestic service and elder care.</th>
<th>NARANJO OROVIO, Consuelo. “Las migraciones de España a Iberoamérica desde la Independencia”. CSIC, 2010. ISBN 978-84-00-09180-4. Cap. 2: Migración y retorno: características y cuantificación del proceso, 1880-1980. (pp.48-70). Cap 3: El viaje hacia América y la inserción en las sociedades receptoras (pp.71-83). (12 pages)</th>
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<tr>
<td>Session 17</td>
<td>Gender and immigration. A theoretical reflection through ethnographic studies on female migrants. Contributions of ethnographic studies to understanding migrations, their dynamics, and the relations between origin and destination. We will analyze some of the peculiarities of behavior and experiences of female immigrants in Spain in relation to male immigrants (2 sessions).</td>
<td>GREGORIO GIL, Carmen. Tensiones conceptuales en la relación entre género y migraciones. Reflexiones desde la etnografía y la crítica feminista. Papers 2012, 97/3 (P. 569-590). (23 pages)</td>
</tr>
<tr>
<td>Session 18</td>
<td>We will continue our discussion on the study of female migrants.</td>
<td>PARELLA, Sònia. Las migraciones femeninas y la internacionalización de la reproducción social. Algunas reflexiones. Quaderns de la Mediterrània 2007, pp.149-154. (5 pages)</td>
</tr>
<tr>
<td>Session 20</td>
<td>Manners in which Ecuadorian women who are residents in Seville have stood up to the economic crisis, using family, neighborhood, work, and social networks to confront current economic conditions.</td>
<td>MARTÍN DÍAZ, Emma. Estrategias migratorias de las mujeres ecuatorianas en Sevilla: Acumulación de capital social en tiempos de crisis. Migraciones Internacionales, Vol. 6, Núm. 4, julio-diciembre de 2012 (P. 107-138). (31 pages)</td>
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**Part 4: Reception and integration of immigrants in Spain. Conditions and challenges of integration.**

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<tr>
<td>Session 27</td>
<td>Research project presentations</td>
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<tr>
<td>Session 28</td>
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<tr>
<td>Session 29</td>
<td>FINAL EXAM</td>
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</table>
Aída Esther Bueno Sarduy
PhD in Social and Cultural Anthropology
Anthropology Professor

EDUCATION


2001-2002: Diploma of Advanced Studies and Research, UCM.

1999: BA in Social and Cultural Anthropology. School of Political Science and Sociology, UCM.


1995: Teaching Degree. Concentration: Musical and Religious Education. School of Education (ESCUNI), UCM.

TEACHING EXPERIENCE


2014-2016: Migration and Cultural Diversity in Spain. NYU, Madrid, Spain.


2008-2016: Migration and Cultural Diversity in Spain. St. Lawrence University, Madrid, Spain.


Email:
profesorasarduy@gmail.com
2003-2013: Miscengenation and Interethnic Relations in Ibero-American Societies. NYU, Madrid, Spain.
2002: Research methodologies applied to the field of Afro-Brazilian Religious studies. Federal University of Pernambuco (UFPE), Recife, Brazil.

RESEARCH AND FIELD WORK

2011-2012: Consultant for the implementation of the Cultural Center and Regional Ethnographic Museum of Piracuruca, Piauí, Brazil.
2005-2012: Visiting Researcher of ethnography in Cuba and Brazil for the comparative study of Cuban Santeria and Xangó in Recife, Brazil.
1998-2004: Visiting Researcher of Brazilian ethnography (Río de Janeiro, Salvador de Bahía, São Luis do Maranhão y Recife), Brazil.
2001: Research paper on the implementation of Cuban Santeria in Spain for the completion of a Diploma of Advanced Studies and Research.
1998: Member of the Association for Study and Dialogue with the Hispanic Cultures of North America (ADECHAN). Registre Provincial
CONFERENCES, SEMINARS, PRESENTATIONS


1997: Seminar: Education in multiracial contexts: Brazil-USA.

PUBLICATIONS


OTHER SKILLS