

Crossing Borders, Changing Lives: Migrants at the Spain Morocco Border
MIMS 690
Master in Migration Studies Program
In collaboration with Universidad Loyola Andalucía (Sevilla, Cordoba, and Granada, Spain)
June 10-25, 2022
Andalucia, Spain and Nador Morocco
3 credit hours
Lois Ann Lorentzen
Office hours by appointment
lorentzen@usfca.edu

Course Description:

This course takes place at the Spain/Morocco border and analyzes the root causes and policies that have led to borders as zones without rights for many migrants who are in transit. Due to the COVID-19 pandemic, the entire world experienced closed borders, shaking our understanding and experience of global health, international politics, interdependent economies, and more. For many migrants, facing a closed border was nothing new and again revealed patterns of exclusion, racism and repression that seemed only to deepen during the pandemic.

Many factors lead migrants to leave their homes, families, and countries of origin. Violence, political persecution, economic instability, food insecurity, climate change, reuniting with family members, or simply the dream of a better future all may play a role. Many face enormous legal and political barriers to entrance, embodied in border walls and the increased militarization of borders between affluent and less affluent nations.

In this course we will:

- Examine the historical, economic and political roots of African migration to Spain
- Meet with scholars and professionals working on migration
- Hear directly from undocumented and documented migrants, asylum seekers, and refugees about their experiences
- Observe civil society organizations' support for migrant groups, focusing on Jesuit projects
- Appreciate the border as a place not only of diminished rights but also of human richness
- Witness the integration of the academic, social, and pastoral approaches as practiced in Jesuit migration projects in Spain and Morocco

Learning Outcomes:

Upon completion of this course students should be able to:

- Demonstrate understanding of the historical, political, social context of the Spain/Morocco border, including border policies (MIMS2) (Assessed through class discussions, written reflections and final project)

- Articulate causes of migration and characteristics of current migrant flows (MIMS1) (Assessed through class discussions, written reflections and final project)
- Engage ethically and effectively with migrant communities and organizations as researchers, professionals and members of civil society (MIMS3) (Assessed through participation in field experiences and class discussions)
- Critically examine how government policies, popular movements, religious and social organizations impact migrant identity and social inequality (MIMS2) (Assessed through class discussions, written reflections and final project)
- Analyze specific challenges and human rights abuses in countries of origin, in transit and in country of destination. (MIMS1) (Assessed through class discussions, written reflections and final project)

Master in Migration Studies (MIMS) Learning Outcomes:

At the end of the program, students will be able to:

1. Critically analyze the theories, concepts, and research findings in migration studies from an interdisciplinary standpoint.
2. Evaluate the role of governments and civil society organizations in community representation, policy creation, and resource allocation in relation to migration and mobility.
3. Apply knowledge of the social implications of migration and the social interventions in migration in real world circumstances.
4. Plan, generate, and interpret a research study on an important issue in migration studies.
5. Explain the evolving cultural, political, and economic dynamics of the southwest North American region of the United States and Mexico and their populations.

Assignments and Policies:

- *Attendance and participation:* As a graduate seminar, students are responsible for contributing to the learning experience by being prepared to discuss required readings and assignments and by participating actively and constructively in class, on field trips, with lecturers, and with migrant organizations.
- *Written Reflections and Analyses:* Students will regularly write five 1-3 page reflections throughout the course based on readings, lectures, site visits, and field experience.
- *Final Research Project* The final research paper will be based on research conducted prior to the trip, in Spain, and following return to the United States. Both USF and Loyola faculty can assist students with selecting a topic. Research paper guidelines will be provided by the professor.
- *Self-Assessment* Each student will write a 2-3 page assessment of their learning process and assign themselves a grade.

Grading:

Attendance and Participation	30%
Written Reflections and Analyses	30%

Final Research Project	30%
Self-Assessment	10%

COURSE SCHEDULE

In San Francisco

Two pre-departure meetings at USF (dates and place to be determined)

First session

Introduction to the Course and Selecting a Research Topic

Second session

- Meet with the Center for Global Education in a pre-departure session to discuss logistics and the course policies and procedures
- 1-2 page proposal for research to be conducted in Spain due. Be prepared to discuss

In Spain

June 10 Students arrive in Sevilla, Spain

- Welcome reception
- Introduction to the Program

June 11 Seminar on Migration Policy in Europe
Department of International Relations.

- Required reading – be prepared to discuss:
- Ceccorulli & Lucarelli (2017). Migration and the EU global Strategy: Narratives and Dilemmas. *The International Spectator, Italian Journal of International Affairs*. <https://doi.org/10.1080/03932729.2017.1332850>

Cultural Activity

June 12 Seminar on Gender and Migration
Department of Humanities and Philosophy, by Dr. Yolanda Hernández-Albújar.

- Required readings:
 - Morokvasic, M. (1984). Birds of Passage are also Women. *International Migration Review*, 18(4), Special Issue: Women in Migration.
 - Sánchez Gómez, MJ; & Serra Yoldi, I (2017). The redefinition of gender roles in immigrant women: the importance of local spaces in global processes. *International Review of Sociology*, 27(1), 80-107. 10.1080/03906701.2017.1302135

- 1-2 page reflection paper due.

Visit to the Andalusian Agency of International Cooperation for Development and Claver Center for Migrants

Cultural activity

June 13 Travel to Cordoba

June 14 Seminar on Race and Migration
Department of Law and Criminology.

- Required readings:
 - Alexander, I. (2019). Trapped on the island: the politics of race and belonging in Jazīrat al-Maghrib. *The Journal of North African Studies*, 24(5), 786-806. DOI: 10.1080/13629387.2018.1483880
 - Francois Bonnet & Clotilde Caillault (2014). The invader, the enemy within and they-who-must -not -be-named: how police talk about minorities in Italy, the Netherlands and France. *Ethnic and Racial Studies*, 10.1080/ 01419870.2014.970566.
 - European Union Agency for Fundamental Rights (2010). Experience of discrimination, social marginalization and violence: A comparative study of Muslim and non-Muslim youth in three EU Member States.
<https://fra.europa.eu/en/publication/2012/experience-discrimination-social-marginalisation-and-violence-comparative-study>

- 1-2 page reflection paper due.

Visit to the Pro-Immigrants Association of Cordoba and the Pro-Human Rights Association of Andalusia (elaboration of the human rights report in the southern border)

June 15 Seminar on Inclusive Communities
Research Institute on Policies for Social Transformation and Department of International Relations, by Dr. Marta González García de Paredes.

- Required readings:
 - Planet Contreras, A. I. & Hernando de Larramendi, M. H. (2015). Religion and Migration in Morocco: Governability and Diaspora. *New Diversities*, 17(1), 111-127. Retrieved from https://newdiversities.mmg.mpg.de/?page_id=1672
 - Norman, K. P. (2019). Inclusion, exclusion or indifference? Redefining migrant and refugee host state engagement options in Mediterranean 'transit' countries. *Journal of Ethnic and Migration Studies*, 45(1), 42-60. 10.1080/1369183X.2018.1482201
- 1-2 page reflection paper due

Cultural Activity

June 16 Travel to Granada

Seminar on Interreligious and Intercultural Dialogue by Dr. Gonzalo Villagrán, SJ.

- Required reading:
 - Pontifical Council for Interreligious Dialogue, *Guidelines for Dialogue between Christian and Muslims*, Paulist Press, New York 1990, 13-27.
- 1-2 page reflection paper due

Cultural Activity

In Morocco

June 17 Trip to Nador – Ferry to Nador, Morocco from Almeria, Spain

June 18-24 Field Experience that will include:

1. Seminar on the work of the Diocesan Delegation of Migration of the Eastern Zone at Nador, Morocco
 - Person in charge: Alvar Sánchez, SJ, Delegate.
2. Seminar on Challenges Migrants on the Move face.
 - Experience-field based.
 - Person in charge: Alvar Sánchez, SJ, Delegate.
3. Work with:
 - The relief team.
 - The skill training team (Baraka Centre).
 - The legal assistance team.

Written reflection on the field experience (2-3 pages)

June 25 Return to Sevilla by air
Farewell Reception

June 26 Departure

FINAL RESEARCH PROJECT DUE JULY 15

UNIVERSITY WIDE POLICIES AND LEGAL DECLARATIONS

**Crossing Borders, Changing Lives: Migrants at the Spain Morocco Border
Master in Migration Studies Program
In collaboration with Universidad Loyola Andalucía (Sevilla, Cordoba, and Granada,
Spain)**

May 23-June 7, 202
Andalucia, Spain and Nador Morocco
3 credit hours
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Course Description:

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Master in Migration Studies (MIMS) Learning Outcomes:

At the end of the program, students will be able to:

6. Critically analyze the theories, concepts, and research findings in migration studies from an interdisciplinary standpoint.
7. Evaluate the role of governments and civil society organizations in community representation, policy creation, and resource allocation in relation to migration and mobility.
8. Apply knowledge of the social implications of migration and the social interventions in migration in real world circumstances.
9. Plan, generate, and interpret a research study on an important issue in migration studies.
10. Explain the evolving cultural, political, and economic dynamics of the southwest North American region of the United States and Mexico and their populations.

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In Spain

May 23

Students arrive in Sevilla, Spain

- Welcome reception
- Introduction to the Program

May 24

Seminar on Migration Policy in Europe
Department of International Relations.

- Required reading – be prepared to discuss:
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Cultural Activity

May 25

Seminar on Gender and Migration

Department of Humanities and Philosophy, by Dr. Yolanda Hernández-Albújar.

- Required readings:
 - Morokvasic, M. (1984). Birds of Passage are also Women. *International Migration Review*, 18(4), Special Issue: Women in Migration.
 - Sánchez Gómez, MJ; & Serra Yoldi, I (2017). The redefinition of gender roles in immigrant women: the importance of local spaces in global processes. *International Review of Sociology*, 27(1), 80-107. 10.1080/03906701.2017.1302135
- 1-2 page reflection paper due.

Visit to the Andalusian Agency of International Cooperation for Development and Claver Center for Migrants

Cultural activity

May 26 Travel to Cordoba

May 27 Seminar on Race and Migration
Department of Law and Criminology.

- Required readings:
 - Alexander, I. (2019). Trapped on the island: the politics of race and belonging in Jazirat al-Maghrib. *The Journal of North African Studies*, 24(5), 786-806. DOI: 10.1080/13629387.2018.1483880
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- 1-2 page reflection paper due.

Visit to the Pro-Immigrants Association of Cordoba and the Pro-Human Rights Association of Andalusia (elaboration of the human rights report in the southern border)

May 28 Seminar on Inclusive Communities
Research Institute on Policies for Social Transformation and Department of International Relations, by Dr. Marta González García de Paredes.

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 - Planet Contreras, A. I. & Hernando de Larramendi, M. H. (2015). Religion and Migration in Morocco: Governability and Diaspora. *New Diversities*, 17(1), 111-127. Retrieved from https://newdiversities.mmg.mpg.de/?page_id=1672
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Cultural Activity

May 29 Travel to Granada

Seminar on Interreligious and Intercultural Dialogue by Dr. Gonzalo Villagrán, SJ.

- Required reading:
 - Pontifical Council for Interreligious Dialogue, *Guidelines for Dialogue between Christian and Muslims*, Paulist Press, New York 1990, 13-27.
- 1-2 page reflection paper due

Cultural Activity

In Morocco

May 30 Trip to Nador – Ferry to Nador, Morocco from Almeria, Spain

May 31 – June 6 Field Experience that will include:

4. Seminar on the work of the Diocesan Delegation of Migration of the Eastern Zone at Nador, Morocco
 - Person in charge: Alvar Sánchez, SJ, Delegate.
5. Seminar on Challenges Migrants on the Move face.
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6. Work with:
 - The relief team.
 - The skill training team (Baraka Centre).
 - The legal assistance team.

Written reflection on the field experience (2-3 pages)

June 7 Return to Sevilla by air
Farewell Reception

FINAL RESEARCH PROJECT DUE JUNE 30

COURSE POLICIES

Behavioral Expectations

Respect for each other. We will be together A LOT for twelve days. There will be limited alone time. If interpersonal issues arise, please see the instructor ASAP so we can discuss them and work through them.

Respect for those we meet. Students should show respect to the various individuals and communities we meet. We are visitors and people are generously giving us their time. Cultural arrogance will not be accepted. The professor and Via International reserve the right to remove a student from the program for inappropriate behavior.

Photo and Video Disclaimer

Portions of the class may be photographed and/or video recorded for archival, educational, and related promotional purposes. By attending or participating in this event, you grant USF the full unrestricted rights to your photograph, voice and likeness in any manner or media whatsoever worldwide for educational marketing purposes. If you do not wish to be photographed or video recorded, please inform the camera person at the start of each event.

UNIVERSITY WIDE POLICIES AND LEGAL DECLARATIONS

Students with Disabilities

The University of San Francisco is committed to providing equal access to students with disabilities. If you are a student with a disability, or if you think you may have a disability, please contact Student Disability Services (SDS) at sds@usfca.edu or 415 422-2613, to speak with a disability specialist. (All communication with SDS is private and confidential.) If you are eligible for accommodations, please request that your accommodation letter be sent to me as soon as possible; students are encouraged to contact SDS at the beginning of the semester, as accommodations are not retroactive. Once I have been notified by SDS of your accommodations we can discuss your accommodations and ensure your access to this class or clinical setting. For more information please visit the SDS website: <https://www.usfca.edu/student-disability-services>.

Behavioral Expectations

All students are expected to behave in accordance with the Student Conduct Code and other University policies (see <http://www.usfca.edu/fogcutter/>). Students whose behavior is disruptive or who fail to comply with the instructor may be dismissed from the class for the remainder of the class period and may need to meet with the instructor or Dean prior to returning to the next class period. If necessary, referrals may also be made to the Student Conduct process for violations of the Student Conduct Code.

Academic Integrity

As a Jesuit institution committed to *cura personalis* -- the care and education of the whole person -- USF has an obligation to embody and foster the values of honesty and integrity. USF upholds the standards of honesty and integrity from all members of the academic community. All students are expected to know and adhere to the University's Honor Code. You can find the full text of the code online at <http://myusf.usfca.edu/academic-integrity/>. The policy covers:

- Plagiarism — intentionally or unintentionally representing the words or ideas of another person as your own; failure to properly cite references; manufacturing references.
- Working with another person when independent work is required.
- Submission of the same paper in more than one course without the specific permission of each instructor.
- Submitting a paper written by another person or obtained from the Internet.

Counseling and Psychological Services (CAPS)

Counseling and Psychological Services (CAPS) is a great source of support for issues of sadness, anxiety, loneliness, college adjustment, relationship struggles, and others not requiring medical intervention. CAPS offers online workshop series open to all students; consultations and referrals; and extensive [website resources](#). In addition, CAPS All Hours “warmline” can be contacted by calling (855) 531-0761 or students can use the peer-led Crisis Textline by texting HOME to 741741. CAPS also offers remote individual and group teletherapy to students residing within California. (State regulations prevent provision of therapy across state lines.) The student may choose to talk either by video or telephone and can engage in Single Session Therapy (SST), brief ongoing therapy, or group therapy. There are no fees for services. Please call 415.422.6352 to make an appointment. Visit www.usfca.edu/caps for more details. Students seeking off campus mental health services can also receive information and support from Case Management (part of the Office of the Dean of Students); visit <https://myusf.usfca.edu/dean-of-students/ocrs> for further information.

Confidentiality, Mandatory Reporting, and Sexual Assault

As an employee of USF, one of my responsibilities is to help create a safe learning and working community at USF. I have mandatory reporting responsibilities related to my role as a faculty member. I am required to share any disclosure or notice of information regarding sexual misconduct (including sexual harassment, sexual assault, dating or domestic violence, and stalking). In the event I become aware of any of these behaviors I will share this information, including any names, with the Title IX Office in order to connect our students to the best resources and information about how the University can support you. Further information and resources may be found on the [Title IX page](#). In addition:

- To report any sexual misconduct, students may contact the [Title IX coordinator](#) at jvarga@usfca.edu or (415) 422-4563) or use the [Online Reporting Form](#).
- Students may speak to someone confidentially or report a sexual assault confidentially by contacting [Counseling and Psychological Services](#) at (415) 422-6352. Speaking with a licensed clinician at CAPS does not generate a report to the Title IX or any other university office.
- For an off-campus resource, contact San Francisco Women Against Rape ([SFWAR](#)) at (415) 647-7273 or www.sfwar.org.

COMMUNICATION

All course communications, like all other USF communications, will be sent to your USF official email address. You are therefore strongly encouraged to monitor that email account.