Course title: World Heritage Sites and the Politics of Identity in Spain  
Course code: INRE 3102 MASP  
Programs offering course: Madrid Open Campus Block  
Open Campus Track: International Relations and Political Science  
Language of instruction: English  
U.S. semester credits: 3.00  
Contact hours: 45.00  
Term: Fall Block II 2020

Course Description

The United Nations initiative for cultural cooperation through UNESCO had a massive impact on Spain's identity as a modern State. With over forty-five UNESCO heritage sites, Spain is the third country in the world after Italy and China to be recognized for these sites that give memorials of political identity. In addition, the course imparts a critical overview of the selection of Spanish sites. In class, students will discuss the effects of an identity process and how it unfolds as well as the influence it may have in different areas of politics' such as public opinion, inter-group conflict and cooperation, foreign policy, religion and security. Throughout the course, students will consider the ethical dimension of identity politics.

Learning Objectives

By completing this course, students will:

- Place emphasis on the shift occurred in the urban and territorial Spanish Policies within the last 40 years and from the end of the Franco Regime regarding UNESCO Cities.
- Be able to differentiate the characteristics of 15 Spanish Cities awarded by the UNESCO
- Synthesize the process influenced in local identities and summarize the case studies by also outlining the unexpected conflicts.
- Recognize the fiction that may be caused by dialectical differences within Spain, political climate and symbolic ownership between world heritage sites.
- Be able to deconstruct medium and long-term opportunities that may trigger a tourism economy in UNESCO sites and understanding alternative scenarios.

Course Prerequisites

There are no specific prerequisites for the attendance to the course. Nevertheless, the knowledge of basic notions of politics, sociology and economics may facilitate comprehension of certain urban dynamics and issues tackled by the course. Attention to the current debate about nationalities and local identities in Spain is also recommended, as well as a summary exploration of the history of the constitution of Spain as a nation.

Methods of Instruction

The first part of the lectures scheduled will have a more theoretical approach. Students will be instructed through the description of the general historic and economic framework in which UNESCO action is conceived, and to the analysis of the cultural and political circumstances of Spain across the period in which UNESCO progressively consolidate its interest in the Spanish territory.

The second part will be dedicated to the presentation a number of case-studies (13 Spanish cities awarded by the UNESCO) that will give place to a more interactive participation of students, who will be asked to develop specific exercises inspired by the case studies exposed.

Basic bibliographic references will be indicated for each session in order to boost the specific contents of lectures. Due to the difficulty of achieving an entirely English bibliography, a few texts and materials will be provided by the instructor in the development of the course.

Evaluation will be constant during the course: students will be asked to do weekly homework referred to the
The final exam will be principally based on the practical learning of the landscape workshop (exercise of analysis, proposition of a project of intervention). Nevertheless, students will also have to refer their works to a basic theoretical frame and bibliography research.

**Assessment and Final Grade**

1. Homework .................................................. 20%
2. Midterm Exam ............................................. 20%
3. Final Exam .................................................. 20%
4. Monographic paper and oral presentation .... 20%
5. Participation .................................................. 20%
   TOTAL ...................................................... 100%

**Course Requirements**

**Homework**

It will be assigned weekly up to a total of 5. Their purpose is to check progressively student’s understanding of the explained contents, as to monitor the general “pace” of the class in order to reasonably adjust lectures intensity. Assigned homework will consist in a series of short essays where students will show their understanding of the topics presented.

**Midterm Exam**

The midterm exam will consist in a test with multiple-choice questions.

**Final Exam**

In the final exam students will have to answer successfully a questionnaire based on the main contents of the course. Secondly, they will be asked to write a short critical essay inspired by news from the Spanish UNESCO sites (to be given by the instructor) with transcendence on the heritage politics and identity issues.

**Monographic paper and oral presentation**

Students will also be asked to develop a monographic essay ok 1500 words on a theme of their choice related to the topics of the course. Submission of this paper is on week 5 and students will present it to the rest of the class in a short oral presentation.

**Participation**

Participation is valued as meaningful contribution in the digital and tangible classroom, utilizing the resources and materials presented to students as part of the course. Meaningful contribution requires students to be prepared in advance of each class session and to have regular attendance. Students must clearly demonstrate they have engaged with the materials as directed, for example, through classroom discussions, online discussion boards, peer-to-peer feedback (after presentations), interaction with guest speakers, and attentiveness on co-curricular and outside-of-classroom activities.

**Attendance**

Regular class attendance is required throughout the program, and all absences will result in a lower participation grade for any affected CIEE course. Due to the intensive schedules for Open Campus and Short Term programs, absences that constitute more than 10% of the total course will result in a written warning.

Students who transfer from one CIEE class to another during the add/drop period will not be considered absent from the first session(s) of their new class, provided they were marked present for the first session(s) of their original class. Otherwise, the absence(s) from the original class carry over to the new class and count against the grade in that class.

For CIEE classes, excessively tardy (over 15 minutes late) students must be marked absent.

Attendance policies also apply to any required co-curricular class excursion or event, as well as to any required field placement. Students may not miss placement/work hours at an internship or service learning site unless approved in advance by the Academic Director and placement supervisor. All students must complete all of the requisite 100 minimum work hours on site at the internship or service learning placement to be eligible for academic credit.
Students who miss class for personal travel, including unforeseen delays that arise as a result of personal travel, will be marked as absent. No make-up or re-sit opportunity will be provided.

Attendance policies also apply to any required class excursion, with the exception that some class excursions cannot accommodate any tardiness, and students risk being marked as absent if they fail to be present at the appointed time.

Absences for classes will lead to the following penalties:

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<thead>
<tr>
<th>Percentage of Total Course Hours Missed</th>
<th>Minimum Penalty</th>
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<tbody>
<tr>
<td>Up to 10%</td>
<td>Participation graded as per class requirements</td>
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<tr>
<td>10 – 20%</td>
<td>Participation graded as per class requirements; 3% grade penalty &amp; written warning</td>
</tr>
<tr>
<td>More than 20%</td>
<td>Automatic course failure, and possible expulsion</td>
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N.B. Course schedule is subject to change due to study tours, excursions, and local holidays. Final schedules will be included in the final syllabus provided to students on site.

**Weekly Schedule**

**Week 1**

Class: 1.1 Presentation of the course

Geographical context, theoretical frame and proposed approaches and case-studies.

Presentation and schedule of the continuous evaluation milestones: weekly homework, midterm exam, monographic paper and final exam.

Insights of Spain as the dialectic of identity constructs: from the Nation against Nation to the Nation of Nations. Conceptualizations of identities in their interaction with the patrimony: cities as “memories of stone”.

Class: 1.2 The United Nations Educational, Scientific and Cultural Organization (UNESCO)

Mission and articulation and its implantation in Spain.

Case-studies: a critical journey through a selection of the fifteen Spanish cities included in the UNESCO World Heritage List.

**Week 2**

Class: 2.1 Spain in the Post Fordism transition

The rise of urban-based cultural policies and the need for a new European identity

Socio-economical context of Spain in the early ‘80; the double transition to democracy and to tertiary economy.

The reinforcement of the regional governments (the Comunidades Autonomas) through the policies of identity: rediscovering the local. New strategies of territorial balance against the prolonged urban polarization and the crisis of the rural areas.
Home-work 1: Portrait the socio-political situation of Spain in the first years of UNESCO implementation.

Background readings:


H. Stappel, Remaking Madrid: Culture, Politics, and Identity after Franco, Palgrave Macmillan, 2010


Class: 2.2 The consecration of culture, patrimony and urban marketing

The consecration of culture, patrimony and urban marketing as k-factors of regional development and local identity reinforcement.

1992 as the symbolic year of national rebirth; critical review of three main episodes: Barcelona’s Olympic Games, Madrid European Capital of Culture Games (1992), Seville’s Expo. Urban marketing and identity 25 years later: a critical review.

Week 3

Class: 3.1 The progressive reorientation of tourism industry and the role of UNESCO awards

The search for alternatives to the dominant “Sol y playa” model; culture, nature, routes in the inner rural areas of Spain. The phenomenon of the Camino de Santiago and the revitalization of local identities in rural Galicia. Connecting and rediscovering the province: strategies of mobility and patrimonial revitalization. The risks of the eternal search of the authentic; the “real fakes” and the pantomime of the tradition.

Home-work 2: Describe the main episodes of Spanish new urban politics in the beginning of the ’90.

Background readings:


Abel Albet (Autor), João Seixas (Redactor), Urban Governance in Southern Europe, Abingdon, UK, Routledge, 2016

Stefania Ferrucci, UNESCO’s world heritage regime and its international influence, Hamburg, tredition, 2012

Class: 3.2 Case-study #1

Toledo and Cuenca in the contemporary reframing of Castilla-La Mancha’s collective identity

General presentation of the sites; the reasons of their inclusion in the UNESCO list; most significant transformations occurred; the interaction with the local community and socio-economical consequences. Inspiring polemics: Moneo’s intervention in Ávila and the escalators of Cuenca.

Class: 3.3 Case-study #2

Ávila, Salamanca and Segovia in the Castilla-Leon’s strategy against depopulation

General presentation of the sites; the reasons of their inclusion in the UNESCO list; most significant transformations occurred; the interaction with the local community and socio-economical consequences

Inspiring polemics: Moneo’s intervention in Ávila; the controversy of the Civil War archive of Salamanca.

Home-work 3: Short critical essay based on the case-studies presented.

Background readings:

Other specific monographic materials will be provided by the instructor.

**Week 4**

**Class: 4.1**  
Case-study #3

Mérida and Cáceres in the reinforcement of Extremadura’s urban polycentrism

General presentation of the sites; the reasons of their inclusion in the UNESCO list; most significant transformations occurred; the interaction with the local community and socio-economical consequences.

Inspiring polemics: playing paddle among the Roman ruins in Mérida; the Atrio Hotel of Cáceres

**Class: 4.2**  
Case-study #4

Santiago de Compostela, Córdoba and Tarragona: a comparative analysis from the extremes (Galicia, Andalusia and Catalonia)

General presentation of the sites; the reasons of their inclusion in the UNESCO list; most significant transformations occurred; the interaction with the local community and socio-economical consequences; inspiring polemics. Santiago: an example of a urban renewal program based of wide social inclusion strategy

**Class: 4.3**  
Guided visit to sites of interest in Madrid city

Midterm exam: test exam (multiple choice answer) based on the contents explained in the first three weeks.

Home-work 4: Short critical essay based on the case-studies presented.

Background readings:


Other specific monographic documents on Santiago de Compostela, Cordoba and Tarragona will be provided by the instructor.

**Week 5**

**Class: 5.1**  
Case-study #5

Ibiza and San Cristóbal de la Laguna: the challenge of culture appeal against the threats of massive tourism in the insular territories.

General presentation of the sites; the reasons of their inclusion in the UNESCO list; most significant transformations occurred; the interaction with the local community and socio-economical consequences.

The interactions with new tourism stable population and the politics of identity integration: where do we belong?

**Class: 5.2**  
Case-study #6

Alcalá de Henares, the struggle for own identity against satellite-town’s inertias

General presentation of the sites; the reasons of their inclusion in the UNESCO list; most significant transformations occurred; the interaction with the local community and socio-economical consequences.

Alcalá’s new population: the university and the immigrants in the redefinition of local identities

**Class: 5.3**  
Guided visit to a nearby UNESCO site (Alcalá de Henares)

Maximum 3 hours durations journey included.

Individual oral presentation of monographic papers
Home-work 5: Short critical essay based on the case-studies presented.

Background readings:
Other specific monographic documents on San Cristóbal, Ibiza and Alcalá de Henares will be provided by the instructor.

**Week 6**

**Class: 6.1 Beyond monuments**

The new UNESCO approach in the promotion of the non-material patrimony

Presentation and analysis of examples of non-material patrimony: the Flamenco, the Castells, and the “Tribunales de regantes”; regional and national identity claims; feedback on the material patrimony.

Meditations on the dialectics between material and non-material patrimony in the identity politics: the value of the untold, catching the uncatchable, containers with(out) contents, building (on) the social imaginary

**Class: 6.2 “Spain is different?”**

Questioning the Marca España politics of identity and national promotion

The Marca España governative agency and it’s mission; the role of patrimony in Marca España approaches; the interaction with the Autonomías and regional identities; Marca España in the storm: facing the socio-political and moral crisis of the country.

A brief comparative analysis: politics of identity as a marketing strategy in Italy and Spain; Marca España VS the “Made in Italy”.

Meditations about the future: opportunities and limits of regionalisms and national identities in a globalized world

Background readings:


**Class: 6.3 Final Exam**

**Course Materials**

**Readings**


Carsten Humlebæk, Spain: Inventing the Nation, Bloomsbury Academic, 2015

Jose Álvarez-Junco, Spanish Identity in the Age of Nations, Manchester, Manchester University Press, 2011

Richard Gunther; José Ramón Montero, The Politics of Spain, Cambridge University Press, 2009