CIEE Madrid, Spain

Course title: Spain and the Arab World
Course code: INRE 2101 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 III 2020

Course Description

This course examines Spain's political and recent historic role, through diplomatic and trade channels, with various parts of today's Arab world. After an introductory overview of Spain's historic link with the Arab world, the course discusses major events in the recent history of Arab states and the development of their relations with Spain. The course evaluates key areas of Spanish policies related to the Arab spring, the problem of oil and water, the refugee crisis, Islamic extremism, and the complex relationship with the Maghreb, particularly with Morocco as a neighbor.

Learning Objectives

By completing this course, students will:

- Outline the protracted history of interactions between Spain and the Arab world.
- Illustrate the role of Spain as a Western European country with close relations with the Arab world.
- Identify the evolutionary characteristics of trends and conflicts Spanish relations with the Arab world.
- Explore Muslim communities in Spain through the lens of Current immigration flows in Spain.

Course Prerequisites

None.

Methods of Instruction

Students will come prepared to class, after working with the assigned pages from the readings, articles and other material supplied by the instructor. The course will alternate classroom sessions with excursions to different sites related to the material covered, in Madrid and out of town.

Assessment and Final Grade

1. Commentary 10%
2. Review 15%
3. Presentation 15%
4. Exams 40%
5. Class Participation 20%
TOTAL 100%

Course Requirements

Commentary

Students will also write a historical document commentary (1000 words) provided by the instructor (from Constable in Bibliography below).

Review

A review of a current article (1000 words), chosen by the student (see Selection of Articles for Review below).
Presentation

Lastly, students will do an oral presentation (15 minutes) on an Arab country of their choice, focusing on current events and their relations with Spain.

Exams

There are two exams, which include short questions (answer in 1-2 paragraphs) and one essay (about 1 page). These two exams will take place in the middle of the term (midterm) and at the end (Final), and students will show their proficiency in the course content.

Class 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:
<table>
<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>
</tr>
<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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</tbody>
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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 course; introduction to geography of the Western Mediterranean

Review of Phoenicians, Carthaginians and Romans in Antiquity: a common cultural legacy both sides of the Strait of Gibraltar. We will consider the Islamic conquest as a new stage in the shared history of Iberia and Maghrib.

Class: 1.2 Overview of stages in the history of Muslim Iberia (Al-Andalus, 711-1492)

Focusing on reconquista and the link with the crusades. Students will also learn about Arab-Muslim economy (the green revolution), and science of the period, and the ensuing benefits for Western Christendom. Lastly, we will consider Muslim Art as another example of exchange between East and West.

**Reading:** selection from Chislett, Constable.

**Week 2**

Class: 2.1 Fieldtrip to the National Archaelogical Museum (MAN).

Class: 2.2 Early Modern history (1492-1800).

We will discuss the conquest of Granada and various North-African port cities by the Catholic Monarchs, and the later conflict of the Spanish Habsburgs with Berber corsairs and the Ottoman Empire during the 1500s. In that context, students will also learn about the expulsion of the Spanish Jews and Moriscos.

**Reading:** Rodríguez-Salgado.

*Historical document commentary (Constable) due.*

Class: 2.3 European colonization of the Arab World

Students will learn about the European colonization of the Arab World during the 1800s and 1900s, under the light of Said’s Orientalism and focusing on the Spanish Protectorate in Morocco. Additionally, we will discuss the presence of Moroccan troops in the Spanish civil war.

**Readings:** Said, Madariaga.
Week 3
Class: 3.1 Moroccan Independence

Students will learn about the impact of the independence of the Arab World in Franco’s Spain, focusing on the independence of Morocco from France and Spain in 1956. In particular, the growing importance of the problem of oil and water.

Reading: Rein.

Class: 3.2 Site Visti: Casa Árabe

Class: 3.3 Exam 1

Guest speaker from Moroccan association.

Week 4
Class: 4.1

Today we will focus on democratic Spain’s relations with the Arab world (1975-2018), under the light of major recent historical events in the Arab states, such as the Madrid Conference (1991), the Barcelona Euro-Mediterranean Conference (1995), the Gulf Wars, etc. Central themes pertaining to Spain are the Madrid bombings of 2004; the possible comparisons between the Arab Spring and the 15-M; the ongoing refugee crisis; the importance of Spanish NATO and EU membership. Lastly, we will also consider Spanish Relations with Israel.

Reading: Rein

Class: 4.2

The class will discuss the situation of Muslim communities in Spain, addressing Government policies, labor and their legal status. We will also consider the growth of xenophobia in Spain.

Reading: “The pogrom at El Ejido…”.

Week 5
Class: 5.1

Today’s central theme are Spanish relations with Morocco since independence, focusing on trade and investment, economic aid, and the cooperation against terrorism. We will debate some of the hot spots, such as: The Western Sahara, Ceuta and Melilla, fishing agreements, drug traffic and migration.

Readings: Zoubir and Volman; Zoubir and Ahmirah. Oral presentations

Class: 5.2 Fieldtrip to M-30 mosque

Week 6
Class: 6.1

Students will learn about the origins and current flows of -legal and illegal- immigration into Spain, focusing on North African contingents. Students will watch a documentary on La valla (“The Fence” separating the Spanish North African towns of Ceuta and Melilla from Morocco).

The Arab World today: Student Presentations

Reading: Bover and Velilla.

Class: 6.2 Final Exam

Guest speakers (outside of the class period): Spanish police; representative from AECI.

Course Materials
Readings


"The pogrom at El Ejido. Spanish apartheid, plastic wrapped" https://mondediplo.com/2000/03/11spain


**Online Resources**

- Spanish Government (in English) http://www.lamoncloa.gob.es/lang/en/Paginas/index.aspx
- Moroccan Government (in English) http://www.maroc.ma/en
- Casa Árabe - International Institute of Arab and Muslim World Studies http://en.casaarabe.es/
- Elcano Royal Institute (Spanish Think tank with many online publications, in Spanish and English) http://www.realinstitutoelcano.org
- Foreign Policy Research Institute http://www.fpri.org/
- The Library of Iberian Resources Online http://libro.uca.edu/

**Media Resources**

**Selection of Articles for Review**

- http://www.economist.com/node/1213392
- http://muftah.org/street-graffiti-spain-arab-world/#.WRmL0uvyjow
- http://www.arabnews.com/node/1039631/saudi-arabia