

An Introduction to Southern Spain: City, culture, resistance

Course taught by

- **Principal instructor:** Social psychologist Lucía Sell Trujillo is a lecturer at the University of Sevilla and the University Study Center of Andalucía. She holds an undergraduate degree in Psychology from the Universidad Autónoma de Madrid, a Master's degree in Social Psychology and Communication from the London School of Economics and a Doctorate in Social Psychology also from LSE. In addition to teaching at university, Lucía Sell Trujillo has experience in public policy research with the mixed Spain-EU Center for Comparative Politics. Her research topics include collective and communitarian forms of social and economic resistance.
- **Discussion section instructor:** José Luis Muñoz Garrido was born in Sevilla but his passion for languages and History has taken him to a number of countries throughout Europe, Africa and Asia. José Luis holds a Bachelor's degree in Arabic and Muslim Studies from the Universidad de Sevilla, having spent his fourth year in Leiden, Holland. He is fluent in Spanish, English, Classic Arabic, and some North African Arabic dialects. He has fifteen years experience teaching languages and Spanish history for various American university programs.

Purpose of the course

The purpose of this course is to familiarize students with the history of southern Spain, its cultural transformations and economic reality, through the prism of daily life. The inter-disciplinary content draws on social science research, contemporary history, cultural studies, and current social realities. The city of Sevilla and its neighborhoods serve as the central reference point for the various themes treated in the course.

Description of the course

The approach of this course is multidisciplinary and thematic, presenting a contemporary panorama of the social context in Spain and especially Andalucía. The roller-coaster experience of Spain, from a closed dictatorship to a modern European high-performance economy to a victim of financial crisis and austerity, all in a half-century, has had profound social consequences. Increased imbalances and injustice, socio-cultural transformations triggered by structural changes, Spain today is a society of contradictions. Andalucía and Sevilla are the perfect illustration of the multiple and often conflicting sources of social change, new and old forms of regional identity, and potential for creative resistance.

Cross-sectional themes which structure this course: Socialization and identity; the politics and networks of migration; the city and its contradictions; culture and society; gendered spaces; creative resistance and new alternative models.

Course format

The lecture portion of the course meets 16 times over the course of six weeks, for two hours each meeting.

The discussion/workshop section of the course meets 8 times for 1.5 hours each meeting. The format of these sessions emphasizes participation, discussion and conversation around the themes presented in the lecture-seminar meetings. The objective for the discussion/workshop meetings is twofold: assimilate and deepen the lecture-seminar content through debate, press reviews, oral presentations and the like; improve oral command of Spanish through conversation and exercises.

Class site visits (sample list):

- Site visits to contrasting urban environments in Sevilla
- Instructional visit to a not-for-profit engaged in immigration/integration
- Guided visit to a farm involved in renewal of ancestral methods

Instructional hours

- **Lecture:** 32 hours
- **Discussion/workshop:** 12 hours
- **Class Site visits:** 8 hours
- **Total:** 52 hours

Course outline

1. Introduction to the course.

Reading: *Participant Observation* (Spradley, 1980)

2. Geography and identity in Sevilla today

Reading: *The Invention of Everyday Life*, ch 11: "Walking in the City"

3. Gender in the city

Reading: *Perfect Wives and Mothers* (Morcillo, 2010; ch 4)

4. Globalization and local stakes: gender implications

Reading: *Modern Women's Docile Bodies*, (Morcillo - ch 5)

5. Socialization and Identity

Reading: TED Talks: *Understanding the complexities of gender*

6. Myth and reality of *Machismo*

Reading: *Men and Women: Machismo meltdown*, (In Hooper, 2006 ed; Ch.10)

7. Immigration, integration, assimilation

Reading: Press review

8. Emigration: EU policies, national models

Reading: Film - "14 Kilometros"

9. The City and its Contradictions: Public space and the impact of tourism

Reading: *Is it all coming together?*, Catterall, B. (2011)

10. The City and its Contradictions: The effects of globalization on the city

Reading: *Globalization Today*, Brecher, J.T. (2003)

11. The City and its Contradictions: Gentrification and the city

Reading: *Gentrification, a back to the city movement by local government action*, (Diaz)

12. Art, culture and society

Reading: TBD

13. Flamenco: Popular expression or art?

Reading: *Flamenco y poder*, (Aix Gracia, 2014)

14. Alternative social resistance movements: occupation, the example of Pumarejo

Reading: *Insurgencias don't have a plan - they are the plan*, Arditi, B. (2012)

15. Alternative social resistance movements: communication wars and social media

Reading: *New media, Internet activism, and blogging*, Kahn, R. and D. Kellner 2003

16. Final Examination

Readings

- Castells, M. (2012). *Redes de Indignación y Esperanza: Los movimientos sociales en la era de Internet*. Madrid: Alianza
- Cifuentes, Pepe (2011) *Flo6x8, cuerpo contra capital. Un musical flamenco contra el sistema financiero*. Camping Producciones (documentaire)
- de Certeau, M. (1984; 2000). *Andares en la ciudad. La invención de los cotidianos*. Mexico: Universidad Iberoamericana
- Diaz-Parra, I (2011). *Desplazamiento, acoso inmobiliario y espacio gentrificable en el caso de Sevilla*. Encrucijadas, Revista de ciencias sociales vol. 2. (p. 48-68)
- Morcillo Gomez, A. (2015). *La española cuando besa: Moral pública y sexualidad amordazada. En En cuerpo y alma. Ser mujer en tiempos de Franco*. Madrid: Siglo XXI
- Morcillo Gomez, A. (2015). *La Sección Femenina de la Falange como gestora de la Femenidad Franquista. En cuerpo y alma. Ser mujer en tiempos de Franco*. Madrid: Siglo XXI
- Perez de Lama, J. (2005) *Un Super-mundo en el Pumarejo*. Voces: Boletín del Instituto Andaluz de Patrimonio Histórico
- Sell Trujillo, L., Aix Gracia, F. (2017) "Hablarle a undivé de tú: El flamenco anticapitalista de Flo6x8 en las luchas sociales por la creación de sentido". En *Arte y Movimientos Sociales*, actas
- Sierra Infante (2012) *Humor y crítica social en la red en el entorno del 15M*. Discurso y sociedad, V. 6(3) Pp. 611-635
- Aix Gracia, Francisco (2014) *Flamenco y poder. Un estudio desde la sociología del arte*. Madrid: Fundación SGAE, 555 pp.
- Arditi, B. (2012). *Insurgencies don't have a plan - they are the plan. The politics of vanishing mediators of the indignados in 2011*. Journal of Journalism, Media and Cultural Studies, 2012.
- Brooksbank Jones, A. (1997). *Versions of Activism in Women in Contemporary Spain* (Chapter 1 & 4). Manchester University Press: Manchester
- Diaz, I. (2014) *Gentrification, a back to the city movement by local government action*, In Boletín de la Asociación de Geógrafos Españoles, n. 64, p. 477-480.
- Gonzalez, C. (2014) *The price of Spanish and European citizenship*
Available at Elcano Royal Institute: <http://www.realinstitutoelcano.org>.
- Marinova, D. (2014) *Spain's Unfinished revolution and its minorities*.
Available at dissidentvoice.org: <http://dissidentvoice.org/2014/11/spains-unfinished-revolution-and-its-minorities/>
- Spanish Constitution
Available at <http://eudo-citizenship.eu/NationalDB/docs/ES%20Spanish%20Constitution%20%28English%29.pdf>

Grading

The final grade is an unweighted average of the grade for the lecture seminar portion and the grade for the discussion-workshop section.

The grade for the lecture is a weighted average of three elements:

- Final examination: 40%
- In class exercises: 40%
- Participation/Assiduity/Promptness: 20%

The grade for the discussion section is a weighted average of four elements:

- Oral exercise 20%
- Oral presentation 40 %
- Quizzes on site visits that are part of the course: 20%
- Participation/Assiduity/Promptness: 20%