



TRANSFORMATIONS IN CONTEMPORARY SPAIN, GENDER, MIGRATION, AND DIVERSITY

CREDITS: 6 ECTS

DATES:

HOURS: 60h (45 hours of synchronous classes and 15 hours of asynchronous learning)

WEEKLY SCHEDULE:

TUTORING: 2 hours per week

INSTRUCTOR:

Email:

MATERIALS

Workbook: Material provided by the Centro Superior de Idiomas and prepared by the Teaching Team of the course.

SUPPLEMENTARY MATERIAL:

Supporting materials prepared and provided by the teaching team of the Centro Superior de Idiomas, University of Alicante, via the Moodle platform:

<https://moodle.csidiomas.ua.es/course/view.php?id=1866>

SUPPLEMENTARY BIBLIOGRAPHY:

- Abdallah-Pretceille, Martine (2001), *La educación intercultural*, Barcelona: Idea Books.
- Aja, E. & Arango, J. (2006), *Veinte años de inmigración en España. Perspectivas jurídica y sociológica (1985–2004)*. Fundación CIDOB.
- Aja, Eliseo et al. (1999), *La inmigración extranjera en España: los retos educativos*, Barcelona: Fundación “la Caixa”.

- Alegre, M. A. & Subirats, J. (2007), *Educación e inmigración: nuevos retos en una perspectiva comparada*. CIS: Madrid.
- Bauman, Zygmunt (2006), *Comunidad. La búsqueda de refugio en un mundo hostil*. Madrid: Siglo XXI.
- Colaizzi, Giulia (2007), *La pasión del significante*. Madrid: Biblioteca Nueva.
- Contreras-de la Llave, N. (2012), *Cine, género y multiculturalidad en la clase multilingüe*. In Blecua, B. (Ed.), *Plurilingüismo y enseñanza ELE en contextos multiculturales: ASELE*.
https://cvc.cervantes.es/ensenanza/biblioteca_ele/asele/pdf/28/28_0015.pdf
- Kellner, Douglas (2011), *Cultura mediática. Estudios culturales, identidad y política entre lo moderno y lo postmoderno*. Madrid: Akal.
- Ngozi Adichie, Chimamanda (2014), *We Should All Be Feminists*. Madrid: Literatura Random House.
https://cvc.cervantes.es/ensenanza/biblioteca_ele/asele/pdf/23/23_0030.pdf
- Valcárcel, Amelia (2008), *Feminismo en el mundo global*. Madrid: Cátedra.

COURSE DESCRIPTION

The course *Transformations in Contemporary Spain: Gender, Migrations, and Diversity* aims to provide a global reflection on the main social issues in today's Spanish context from an intercultural and interdisciplinary perspective. It addresses mechanisms of power and inequality across different social and cultural contexts. The need for gender perspective in all social and communicative spheres, the complex phenomenon of migration in Western societies and related policies in educational, political, and social contexts, as well as the rise of nationalist sentiment, will be the main focus of the course.

METHODOLOGY

The course will use original materials, recommended bibliography, and film/documentary workshops related to each topic. The class will be participatory and reflective, complemented with asynchronous tasks on Moodle. Each student will complete a final project based on the course topics, to be presented during the last week.

The methodological approach is communicative, combining autonomous learning (via a range of didactic materials) with interactive classes. Students will analyze texts and audiovisual materials, prepare presentations, write essays, and participate in debates. The course is essentially interactive: discussions will emerge from students' own experiences and their comparison with Spanish society, alongside analysis of texts and audiovisual documents.

Activities are designed not only to deepen understanding of cultural processes but also to emphasize communication, negotiation, and mediation for resolving cultural misunderstandings and teamwork.

COURSE OUTLINE

BLOCK 1: GENDER, LANGUAGE, AND COMMUNICATION

- **Week 1 – Topic 1:** Introduction to the course. Gender in social relations.

- Reading & discussion: *We Should All Be Feminists* (Chimamanda Ngozi Adichie).
- **Week 2 – Topic 2:** Inclusive and non-sexist language in Spanish.
 - Analysis of UA's inclusive language guide and comparison with students' home countries.
- **Week 3 – Topic 3:** Feminism in Spain.
 - Reading: *Women in Spain in the 19th and 20th centuries* (G. Gómez Ferrer).
 - Task: *The Woman You Never Knew* presentation.
- **Week 4 – Topic 4:** Media and gender perspective.
 - Analysis of sexist headlines.
 - Audiovisual workshop: *La otra mirada* (Episode 1, TV series).
- **Week 5:** Midterm exam.

BLOCK 2: MIGRATIONS

- **Week 5 – Topic 1:** Approaching the phenomenon of migration.
 - Video: *Think Like a Fact Checker!*
<https://www.youtube.com/watch?v=yYOqZOOax4A>
- **Week 6 – Topic 2:** Immigration in Spain.
 - Group work: Perspectives on migration.

BLOCK 3: IDENTITY, DIVERSITY, AND CITIZENSHIP

- **Week 7 – Topic 1:** Elements of identity. Effects of migration on identity.
 - Debate: *In the Skin of a Refugee*.
<https://elpais.com/especiales/2017/refugiados/>
- **Week 8 – Topic 2:** Immigration and education.
 - Documentary: *Referentes. El efecto multiplicador*.
<https://www.youtube.com/watch?v=RKyJzGJmJaQ>
- **Week 9 – Topic 3:** Discourses on identity, immigration, and citizenship in Europe.
 - Reading: *Competences for Democratic Culture*.
<https://rm.coe.int/CoERMPublicCommonSearchServices/DisplayDCTMContent?documentId=09000016806ccc0d>

BLOCK 4: IDENTITY AND NATIONALISMS

- **Week 10 – Topic 1:** Nationalism.
 - Cooperative tasks & debate. <https://mpt.gob.es/...>
- **Week 11 – Topic 2:** Populism.
 - Article: "Ukrainians yes, Africans no: the criteria for hosting migrant minors..."
 - Book excerpt: *The Revenge of Power* by Moisés Naím.
<https://www.marcialpons.es/media/pdf/9788499929590.pdf>
- **Week 12:** Final project presentations.

FINAL EXAM:

REQUIREMENTS

To enroll in *Transformations in Contemporary Spain: Gender, Migrations, and Diversity*, students must meet one of the following:

- Be enrolled at least at **B1 level** at the Centro Superior de Idiomas or demonstrate the level via placement test.
- Hold a **B1 diploma** from Instituto Cervantes, Official Language Schools, or a university-level institution.

ASSESSMENT

The final grade is based on continuous evaluation:

- Attendance and participation – 10%
- Tasks (Blocks 1 & 2) – 15%
- Tasks (Blocks 3 & 4) – 15%
- Midterm exam – 15%
- Final exam – 25%
- Final project – 20%

Minimum passing grade: 6/10 average.

Final grades available at: <http://www.csidiomas.ua.es/es/cursos/espanol/notas>

FINAL PROJECT

Students will complete a **research project** on one of the following:

- **Option 1: Book chapters** (*Radical(es)* by Saïd Kadaoui; *The Great Experiment* by Yascha Mounk; *They Have Always Spoken for Us* by Najat El Hachmi).
- **Option 2: Website analysis** (Fundación Secretariado Gitano, Maldita Migración, EU Disinfo, Center for Humane Technology).
- **Option 3: Research on social issues** (Unionism in Spain/Europe; Racism in Spain; Feminism in Spain; Climate Change in Spain).

Guidelines:

1. **Class presentation in PPT or similar.** Minimum: 10 slides.
 - a. Presentation activity: questionnaire for the group on the topic.
 - b. Must include a short text to read.
 - c. Must include 1 chart and/or 1 video and at least 2 images.
 - d. In the conclusion: personal opinion on the topic from a critical perspective, with a comparison to the situation in the U.S.
 - e. Must include the bibliography in APA 7 format.
2. **Written submission (handwritten):**
 - a. Outline of the topic.
 - b. Written conclusions.

3. **Final submission deadline:** The instructor will assign each student a presentation date during the last two weeks of the course. On that same day, the student must also submit the written part of the project.

The instructor will monitor the progress of the project throughout the course.

RULES

- The course is conducted entirely in Spanish. Spanish must be used in class, in assignments, and in communication.
- All tasks must be completed to access the final exam.
- Deadlines will not be adjusted for personal reasons.
- Plagiarism or cheating = course failure.
- Recording classes (audio/video) is prohibited.

RECOMMENDED ONLINE RESOURCES FOR LANGUAGE STUDY

- **Dictionary of the RAE** – <https://dle.rae.es/>
The official dictionary of the *Real Academia Española*, essential for checking definitions, spelling, and correct usage of Spanish words.
- **Cervantes Virtual Center** – <https://cvc.cervantes.es/ensenanza/default.htm>
A resource from the *Instituto Cervantes* offering materials for Spanish learning, grammar practice, and cultural content.
- **Language Guide (Vocabulary Practice)** – <http://www.languageguide.org/spanish/vocabulary/>
Interactive vocabulary builder with audio to practice pronunciation and expand word knowledge.
- **Miguel de Cervantes Virtual Library** – <http://www.cervantesvirtual.com/>
A vast digital library of Spanish and Latin American literature, ideal for exploring classic and contemporary texts.
- **Spanish Verb Conjugator** – <http://www.onoma.es/>
A practical tool for practicing and mastering verb conjugations in all tenses and moods.

SOCIAL MEDIA & COMPLEMENTARY ACTIVITIES

Discover our program of complementary cultural and linguistic activities on our website: www.csidiomas.ua.es. Stay connected and participate through our social media channels for additional resources, news, and opportunities to practice Spanish.



All masculine references to students in this document should be understood as referring to both male and female students.