



AN/IR 333 MIGRATION IN EUROPE: LIVING IN THE BORDERLANDS

IES Abroad Salamanca

DESCRIPTION:

Throughout history, people have moved between different territories for various reasons. Migration is a phenomenon that all of us are familiar with in one way or another. However, in recent decades, we are witnessing several diasporas, and with them we are observing how laws are being tightened to prevent the entry or the stay of migrants. In this course, we will explore the phenomenon of migration using current information and data as well as analyze this phenomenon from a global and critical perspective. We will focus on the analysis of the causes of migration which are related to economic inequalities and the flight from situations of political violence. We will also address from a human rights perspective the main problems faced by people migrating in the main migration corridors to Europe: the desert route to Libya and the Mediterranean. Likewise, we will work on the theories on which the policies of integration of migrants in Europe are based, and we will compare the anti-racist movements in Spain. The course will start with a general geographical framework, analyze the migration situation in Europe, and then focus on Spain. IES Abroad students will have the opportunity to compare the demands of anti-racist movements in Spain with those of anti-racist movements in the United States.

CREDITS: 3

CONTACT HOURS: 45

LANGUAGE OF INSTRUCTION: English

INSTRUCTOR: Elena Gil Moreno, PhD

PREREQUISITES: One semester of coursework in social sciences or instructor approval

METHOD OF PRESENTATION:

Classes will include lectures, student presentations, practical sessions, and discussions. Materials (readings and videos) and rubrics for the assignments will be available in Moodle - <https://moodle.iesabroad.org>. The course focuses on migration from a human rights approach, and we are currently witnessing a strong humanitarian crisis; therefore, the content of the whole course is sensitive. However, we will avoid using videos or materials that may affect students' sensitivity; and if necessary, trigger warnings will be announced before using them in order to protect students and make them feel comfortable in class. A rubric for peer evaluation will also be available in Moodle.

REQUIRED WORK AND FORM OF ASSESSMENT:

- Course participation - 10%
- Midterm exam - 25%
- Final exam - 25%
- Research paper - 20%
- Research presentations - 10%
- Course-related trips/activities - 10%

*All assignments are individual

Course Participation

The methodology of our classes is participatory. It is essential to work on the proposed materials before coming to the classroom to be able to follow the topics covered. Safe spaces for discussion will be generated in the classes.

Midterm Exam

The exam will be divided into two parts. In the first part, which is worth 40% of the grade, students will be asked to define 4 concepts. In the second part, which is worth 60% of the grade, there will be a question to develop. Further indications will be given during the course.

Final Exam

The exam will be divided into two parts. In the first part, which is worth 40% of the grade, students will be asked to define 4 concepts. In the second part, which is worth 60% of the grade, there will be a question to develop. Further indications will be given during the course.

Research Paper

Students must agree on a research topic with the professor. The topic is open, but it must be related to the topics worked on during the course. Instructions will be given during the course. Papers must be 2000-2500 words long and are due in session 19.

Research Paper Presentations

In the final sessions of the course, students will present their research through a combination of materials chosen by them, such as PowerPoint presentations, videos, etc.

Course-Related Trips/Activities

The objective of the course-related trips/activities is to learn first-hand about the migrant reception policy and cultural pluralism debates. In this sense, we will visit the most important associations in charge of the reception, orientation, and care of migrants in Salamanca: CEPAIM (<https://www.cepaim.org/donde-trabajamos/castilla-y-leon/salamanca/>). This organization plays a crucial role in the system of reception and asylum, having a presence in almost the entire country as one of the leading organizations for the reception of asylum seekers. Additionally, we will engage with Unión y Progreso Mujer Romaní (<https://www.facebook.com/p/Asociaci%C3%B3n-Cultural-Uni%C3%B3n-y-Progreso-Mujer-Roman%C3%AD-100089497594730/>) in session 10, an organization dedicated to the debates on cultural pluralism and multicultural policies. This engagement will provide insights into the status and recognition of the Romani people as an example of cultural recognition policy. Finally, we will have a session with Fundación Mescladís (<https://www.instagram.com/espaimescladis/?hl=en>) in session 20, an organization based in Barcelona that focuses on local strategies for diversity and multiculturalism. A more detailed description of these activities will be provided in sessions 8 (CEPAIM), 10 (Unión y Progreso Mujer Romaní), and 20 (Fundación Mescladís).

LEARNING OUTCOMES:

By the end of the course students will be able to:

- Explain the complexity of diasporas, especially those from the Sahel and Central African region.
- Describe the different problems that exist on the Mediterranean route, which is presented as one of the main entry options to Europe for almost the entire African continent.
- Highlight the ideas of global north-south to reflect on alternative concepts, such as center-periphery or others that reflect the geopolitical and social complexity in which we live.
- Identify the main theories that have addressed cultural pluralism and proposed public policies.
- Analyze whether the theories of cultural pluralism and their proposals in Europe, and especially in Spain, have responded to the challenges posed by the migratory flows that the region has experienced in recent decades.
- Identify the different problems that can be observed in Spain at present in relation to migration: racism, bureaucratic repression, human rights violations, etc.
- Contrast their knowledge of anti-racism with the demands and characteristics of anti-racist movements in Spain.

IES ABROAD GLOBAL PILLARS

This course is framed within the **IES Abroad Global Pillars** which seek to bring the UN Sustainable Development Goals (SDGs) closer to IES Abroad students (Proyecto Salamanca Sensible).

The Sahel region is currently experiencing an increase in political violence caused by the emergence and expansion of armed groups, especially in Mali, Burkina Faso and Niger. This situation is compounded by the recent war in Sudan. According to UNHCR's report on displaced people, by 2021 the world has reached a number of displaced people similar to the number of displaced people only seen during World War II. This report does not yet include those displaced by the conflict in Ukraine, nor by the conflict in Sudan. The changes brought about by these situations of violence will be addressed from a human rights perspective.

ATTENDANCE POLICY:

As a member of our academic community, students are expected to be present and on time to class every day. Attending class has an impact on learning and academic success. For this reason, attendance is required for all IES Abroad Salamanca classes, including course-related trips and activities. Each student will be allowed a certain number of unexcused absences for each course which will depend on the type of course (see chart below). For each unexcused absence beyond these there will be a reduction of one third of a letter grade in the final grade (i.e., A to an A-). Students who are late to class on a regular basis may also receive a reduction in their final grade. Any exams, tests, presentations, or other work missed due to student absences can only be rescheduled if the absence is excused by the academic staff. Absences will only be excused for documented medical issues, family emergencies, specific religious observances or other extenuating circumstances. Students need to request approval for excused absences within ONE WEEK of the absence by sending all documentation to the Head of Faculty, Internships & Administration (mtabarez@iesabroad.org). No approvals will be granted after the one-week deadline.

IES Abroad Salamanca Course	Maximum Number of Unexcused Absences
Area Studies (45 contact hrs)	2

CONTENT:

Week/ Session	Content	Assignments
Week 1 Session 1	From Hannah Arendt to Sirin Adlbi Sibai. Why do migrations matter? Imperialism, racism, and totalitarianism. During this introduction, we understand the importance of addressing migratory flows and the problems that may arise when not doing so from a perspective of respect for human rights. We will introduce ourselves in class to get to know each other. Also, we will talk about our experiences with migration and migrants, as well as what we expect from this course. The speeches of different migrant people and antiracist groups in Spain will be shared through audiovisual material.	
Session 2	World-systems and exile In this session, we will address the main reasons why people have migrated throughout history, focusing on the unequal distribution of wealth and the forced displacements due to political violence. We will also discuss estimates of migration flows resulting from climate change.	Watch before class: - Immanuel Wallerstein: The Global Systemic Crisis and the Struggle for a Post-Capitalist World (Duration: 23' 42'') https://www.youtube.com/watch?v=riK3dlgusrl Read before class: - Wallerstein, I. (2008). The modern world-system as a capitalist world-economy. <i>The globalization reader</i>, 55-61 (6 pgs). http://www.surfacenoise.info/neu/globalmediaS18/readings/WallersteinGlobalCapitalism.pdf

Week 2 Session 3	World-systems and exile We will continue with the content of the previous session, focusing on south-south migrations.	Read before class: Fiddian-Qasmiyeh, E. (2020). Introduction: Recentring the South in studies of migration. <i>Migration and Society</i>, 3(1), 1-18 (17 pgs). https://www.berghahnjournals.com/view/journals/migration-and-society/3/1/arms030102.xml#bib17
Session 4	The right to asylum and other international violations: Human Rights at the border During this session we will address the rights of migrants and the non-fulfillment of these rights from a human rights perspective. Specifically, we will delve into the right to asylum and observe whether and why there are differences in treatment between countries.	Read before class: Gutiérrez Rodríguez, E. (2018). The coloniality of migration and the “refugee crisis”: On the asylum-migration nexus, the transatlantic white European settler colonialism-migration and racial capitalism. <i>Refuge</i>, 34(1), 16-28 (12 pgs).
Week 3 Session 5	Latest trends in migratory movements Throughout this class, we will work with the most updated data from UNHCR's annual report on forced displacement. We will relate these displacements to the socio-political situation of the countries, starting from economic problems, but also especially nowadays, from the increase of political violence in the Sahel region and state repression in Central American countries.	Review the data from the latest UNHCR report, 1-48 (47 pgs): https://www.unhcr.org/global-trends. This report will be available in Moodle.
Session 6	The Mediterranean route Throughout this session we will analyze the challenges faced by people crossing the Mediterranean border to enter Europe.	Watch before class: - Spain / Morocco Africa's gateway to Europe: https://www.vox.com/a/borders (Duration: 10' 53'') Read before class: - Last, T., & Spijkerboer, T. (2014). Tracking deaths in the Mediterranean. <i>Fatal Journeys. Tracking Lives Lost During Migration</i>, International Organization for Migration, Geneva, 85-106 (21 pgs). https://papers.ssrn.com/sol3/papers.cfm?abstract_id=2607478

Week 4 Session 7	Other migratory routes During this session, we will focus on some of the most important international migratory routes. Due to its current relevance, we will work primarily on the desert route to Libya. Also, for the possible interest of the students, we will analyze the migrant caravans in Mexico.	Watch before class: The Libyan abyss: https://www.rtve.es/play/videos/documentos-tv/abismo-libio/5819043/ (Duration: 57' 28'') Deadline for submission of the title and the research topic of the research paper
Session 8	During our visit to CEPAIM Salamanca we will talk to the staff of this Foundation who will tell us about their daily work and the challenges faced by the users who are passing through the Foundation. This activity will be relevant for students to observe firsthand the trends of forced displacement in our country and the situation of social vulnerability of refugees, raising awareness of the importance of implementing policies focused on human rights.	Course-Related Activity: Visit to CEPAIM Salamanca Submit before the visit: - Pre-activity task: working groups will be established to prepare a guide of questions to ask CEPAIM staff. Post activity task: - Using the same work groups, each group should deliver conclusions from the visit, relating them to the concepts seen in class. Further instructions will be given during the course.
Week 5 Session 9	Border Policy in Europe: Between the Schengen Area and FRONTEX During this session we will focus on the EU's FRONTEX policy, and the challenges posed by member countries, as in the recent Italian case in which Giorgia Meloni has declared a "state of migratory emergency".	Read before class: Fjørtoft, T. N. (2022). More power, more control: The legitimizing role of expertise in Frontex after the refugee crisis. Regulation & Governance, 16(2), 557-571 (14 pgs). https://onlinelibrary.wiley.com/doi/pdf/10.1111/reg.o.12373
Session 10	The concept of integration under debate. Integration models in Europe. In this class we will compare the different integration models proposed by the countries of these regions for the reception of large migratory flows between the 80s and 00s. The assimilationist, multicultural, and intercultural models will be discussed, and we will question why the Romani people are never present in the discussion.	Course-Related Activity: Visit to Unión y Progreso Mujer Romaní Submit before the visit: Pre-activity task: Read Pecak, M., Spielhaus, R., & Szakács-Behling, S. (2021). Between Antigypsyism and Human Rights Education: A Critical Discourse Analysis of the Representations of the Roma Holocaust in European Textbooks. Critical Romani Studies, 4(2), 100-120 (20 pgs). https://crs.ceu.edu/index.php/crs/article/view/96 Post-activity task: Using groups, each group should deliver conclusions from the visit, relating them to the concepts seen in class. Further instructions will be given during the course.

Week 6 Session 11	Mid-Term Exam	
Session 12	Tutorial session	Tutoring to solve doubts about the course
Week 7 Session 13	The concept of integration under debate. The politics of recognition by Charles Taylor. Starting with the second part of our course and having introduced the three models of migrant integration used in Europe, we will now move on to addressing the two proposals based on Political Theory that currently juxtapose the multicultural model with the plurinational model. In this class, we will focus on Charles Taylor's proposal, representing his "Politics of Recognition," which are part of the multiculturalist model.	Read before class: Taylor, C. (2021). The politics of recognition. In Campus wars, p. 249-263 (14 pgs). Routledge. The document will be uploaded to Moodle. Deadline for submission of research bibliography.
Session 14	The concept of multiculturalism under debate: Is the Plurinational State the answer? The Ch'ixi utopia by Silvia Rivera Cusicanqui. Are human rights universal? Is there a place for community rights? Only two countries, Bolivia and Ecuador, have modified their constitutions to recognize themselves as Plurinational States, but many voices believe that this is still insufficient in terms of social justice. In this class, we will delve into the alternative integration proposal—the plurinational model—and engage in a discussion about the valuable insights that western countries can learn from the epistemology born in nations that traditionally have been extremely multicultural.	Read before class: - María Galindo (2023). International Feminist Meeting “We call it feminism. Feminism for a better world”, . 1-5 (4 pgs). https://ctxt.es/es/20230301/Firmas/42263/Maria-Galindo-feminismo-revolucion-poder-derechos-humanos-dominacion.htm * A PDF with an English-translated version will be uploaded to Moodle. - Mignolo, W. D. (2011). Who speaks for the “human” in human rights?. Cadernos de Estudos Culturais, 3(5), 157-173 (16 pgs). http://trilhasdahistoria.ufms.br/index.php/cadec/article/view/4554

Week 8 Session 15	Is it true that there is a clash of civilizations? In this session we will discuss the challenges of migration flows in Europe and their differences with other regions of the world. Is the secularized nation-state model universal?. Continuing with the theoretical debate on integration models this class addresses a current issue, the rise of Islamophobia in Europe, and will begin with the critique that Seyla Benhabib makes of the concept of the "clash of civilizations" proposed by Huntington. In her perspective, she advocates for an "encounter" of civilizations.	Watch before class: - Seyla Benhabib. Migrations and Human Rights: https://www.youtube.com/watch?v=MNuBt1wSqo (Duration: 10' 15'') Read before class: - Benhabib, S. (2009). Claiming rights across borders: International human rights and democratic sovereignty. American Political Science Review, 103(4), 691-704 (13 pgs). https://www.cambridge.org/core/journals/american-political-science-review/article/claiming-rights-across-borders-international-human-rights-and-democratic-sovereignty/0DBAC41271F6C1D69D56E347F1F1CAD5A
Session 16	The Islamic veil under debate Grounding the theoretical proposals in current legislative examples, we will focus on the debate surrounding the veil in Europe, where France has led laws prohibiting the veil in schools and other spaces, and other countries are emulating these laws. This legislation aligns with assimilationist models and places the center of the debate on individual and religious freedom, the protection of women's equality, or the promotion of Islamophobia.	Read before class: Adlbi Sibai, S. (2014). Narratives of Spanish Muslim women on the hijab as a tool to assert identity. In Identity and migration in Europe: Multidisciplinary perspectives, pp. 251-268 (17 pgs). Cham: Springer International Publishing. The document will be uploaded to Moodle.
Week 9 Session 17	Migration profiles in Spain Once the students have a clear understanding of the global migration trends, especially forced displacement patterns, and the integration models available for application in our societies, we will then direct our attention to Spain. During this session we will address quantitative data on the evolution of the migration phenomenon in Spain, straddling the Maghreb, Europe, and Latin America. We will analyze public policies that have been implemented since the 1990s and try to evaluate their effectiveness.	Read before class: - Human Rights Watch (2023). World Report 2023, p.1-4 (3 pgs). https://www.hrw.org/world-report/2023/country-chapters/spain *This report is updated annually by Human's Right Watch through this website. It is not available in PDF, but it is the annual report on Spain. - CEAR (2021) 2021 REPORT: Refugees in Spain and Europe Executive Summary, 1-16. https://www.cear.es/wp-content/uploads/2021/07/2021-REPORT-Executive-Summary-1.pdf
Session 18	The Law on Foreigners in Spain We will analyze the changes in the "immigration" laws that the country has undergone, and we will delve into the problems of bureaucratic repression, as well as the situation of Unaccompanied Foreign Minors (MENAS) after they reach the age of 18.	Read before class: Laubenthal, B. (2007). The emergence of pro-regularization movements in Western Europe. International migration, 45(3), 101-133 (32 pgs). https://onlinelibrary.wiley.com/doi/abs/10.1111/j.1468-2435.2007.00412.x Deadline for research paper submission

Week 10 Session 19	The care crisis: “Cuidatoriado” by M^a Ángeles Durán We will address with data and testimonies of complaints by groups of women caregivers the main challenges faced by Spain, as an aging and migrant-receiving country.	Read before class: • Martínez Buján, R. (2022). Migration, Domestic Care Work and Public Policies on Long-Term Care in Spain. REMHU: Revista Interdisciplinar da Mobilidade Humana, 30, 73-90 (17 pgs). https://www.scielo.br/j/remhu/a/dTSryhkYXwcXVsDgY7F8w8j/abstract/?lang=en#
Session 20	Lecture with Martín Habiague, founder and director of Mescladís	Course-Related Activity: • Lecture with Mescladís Pre-activity • Working groups will be divided to prepare a guide of questions to ask Mescladís staff. Post-activity: • Using the same work groups, each group should deliver conclusions from the visit, relating them to the concepts seen in class. Further instructions will be given during the course.
Week 11 Session 21	Unions of non-legalized professions In this session we will see how the Sindicato Popular de Vendedores Ambulantes (Sindicato de Manteros) and the Sindicato de Trabajadoras Sexuales (Sindicato OTRAS) have emerged in Spain.	Read before class: • Alford, M., Kothari, U., & Pottinger, L. (2019). Re-articulating labour in global production networks: The case of street traders in Barcelona. Environment and Planning D: Society and Space, 37(6), 1081-1099 (18 pgs). https://journals.sagepub.com/doi/pdf/10.1177/0263775819862291
Session 22	Between Black Lives Matter and #RegularizaciónYa As a final discussion, we will pay attention to the differences between the demands of the anti-racist movements in the United States and Spain.	Read before class: • Kreienbrink, A. (2011). Success at Second Glance: Regularizations of Irregular Migrants in Spain. Crossing and Controlling Borders. Immigration Policies and Their Impact on Migrants’ Journeys, 45-71 (26 pgs). https://library.oapen.org/bitstream/handle/20.500.12657/53287/9783863884116.pdf?sequence=1#page=45 Deadline for the research paper submission
Week 12 Session 23	During this session, students will present their research through the combination of materials chosen by them, such as Power Point presentations, videos, etc.	Before class: Research presentation preparation

Session 24	During this session, students will present their research through the combination of materials chosen by them, such as Power Point presentations, videos, etc.	Before class: Research presentation preparation
Week 13	Final Exam	

COURSE-RELATED TRIPS/ACTIVITIES:

- Visit to CEPAIM: During our visit to CEPAIM Salamanca we will talk to the staff of this Foundation who will tell us about their daily work and the challenges faced by the users who are passing through the Foundation. A pre-activity task and a post-activity task will be required. For the first task, working groups will be established to prepare a guide of questions to be asked to CEPAIM staff. For the second task and using the same working groups, each group will deliver the conclusions of the visit, relating them to the concepts seen in class. Further instructions will be given during the course.
- Talk with the Asociación Unión y Progreso, Mujer Romání in which they will talk about an example of Cultural Recognition Policy, the Statute of the Roma "Pueblo". A pre-activity task and a post-activity task will be required. For the first task, working groups will be established to prepare a guide of questions to be asked to CEPAIM staff. For the second task and using the same working groups, each group will deliver the conclusions of the visit, relating them to the concepts seen in class. Further instructions will be given during the course.
- Lecture with Martín Habiague, from Mescladís. This organization promotes the recruitment of vulnerable people regarding their regular migratory status. Its innovative approach through food is a successful example of social inclusion. A pre-activity task and a post-activity task will be required. For the first task working groups will be established to prepare a guide of questions to be asked to Salamanca ACOGE staff. For the second task and using the same working groups, each group will deliver the conclusions of the visit, relating them to the concepts seen in class. Further instructions will be given during the course.

REQUIRED READINGS:

1. Adlbi Sibai, S. "Narratives of Spanish Muslim women on the hijab as a tool to assert identity." In *Identity and Migration in Europe: Multidisciplinary Perspectives*, 251-268. Cham: Springer International Publishing, 2014.
2. Alford, M., Kothari, U., & Pottinger, L. "Re-articulating labour in global production networks: The case of street traders in Barcelona." *Environment and Planning D: Society and Space* 37, no. 6 (2019): 1081-1099.
3. Arendt, Hannah. *The Origins of Totalitarianism*. Cleveland: Meridian Books, World Publishing Company, 1958.
4. Benhabib, Seyla. "Claiming rights across borders: International human rights and democratic sovereignty." *American Political Science Review* 103, no. 4 (2009): 691-704.
5. Fiddian-Qasmiyeh, Elena. "Introduction: Recentering the South in studies of migration." *Migration and Society* 3, no. 1 (2020): 1-18.
6. Fjórtoft, T. N. "More power, more control: The legitimizing role of expertise in Frontex after the refugee crisis." *Regulation & Governance* 16, no. 2 (2022): 557-571.
7. Gutiérrez Rodríguez, E. "The coloniality of migration and the 'refugee crisis': On the asylum-migration nexus, the transatlantic white European settler colonialism-migration and racial capitalism." *Refuge* 34, no. 1 (2018).
8. *Human Rights Watch. World Report 2023*. HRW, 2023.
9. Kreienbrink, A. "Success at Second Glance: Regularizations of Irregular Migrants in Spain." In *Crossing and Controlling Borders: Immigration Policies and Their Impact on Migrants' Journeys*, 45-71, 2011.
10. Laubenthal, B. "The emergence of pro-regularization movements in Western Europe." *International Migration* 45, no. 3 (2007): 101-133.
11. Last, T., & Spijkerboer, T. "Tracking deaths in the Mediterranean." In *Fatal Journeys: Tracking Lives Lost During Migration*, 85-106. International Organization for Migration, Geneva. Accessed May 16, 2023. [Link](#)
12. María Galindo. "International Feminist Meeting 'We call it feminism. Feminism for a better world.'" *Ctxt*, 2023.

13. Martínez Buján, R. "Migration, Domestic Care Work and Public Policies on Long-Term Care in Spain." *REMHU: Revista Interdisciplinar da Mobilidade Humana* 30 (2022): 73-90.
14. Pecak, M., Spielhaus, R., & Szakács-Behling, S. "Between Antigypsyism and Human Rights Education: A Critical Discourse Analysis of the Representations of the Roma Holocaust in European Textbooks." *Critical Romani Studies* 4, no. 2 (2021): 100-120.
15. Taylor, Charles. "The politics of recognition." In *Campus Wars*, 249-263. Routledge, 2021.
16. UNHCR. "Global Trends: Forced Displacement in 2021." UNHCR. Accessed May 16, 2023. [Link](#)

Filmography

1. *El abismo libio*. RTVE Play, 2021. *Documentos TV*. Retrieved on May 16, 2023. [Link](#).
2. Benhabib, Seyla. "Migrations and Human Rights." *Reset DOC. Dialogues on Civilization*. Retrieved on May 16, 2023. [Link](#).
3. "Spain / Morocco Africa's gateway to Europe." VOX, 2022. Retrieved on May 16, 2023. [Link](#).
4. Wallerstein, Immanuel. "The Global Systemic Crisis and the Struggle for a Post-Capitalist World." Retrieved on May 16, 2023. [Link](#).

Websites

- Federación SOS Racismo: <https://sosracismo.eu/>
- Regularización YA: <https://regularizacionya.com/>
- Sindicato Popular de Vendedores Ambulantes: <https://manteros.org/>
- Sindicato de Trabajadoras Sexuales OTRAS: <https://www.sindicatootras.org/>

Databases

- Instituto de las Mujeres. Mujeres en Cifras, Conciliación, Usos del Tiempo: <https://www.inmujeres.gob.es/MujerCifras/Conciliacion/UsosdelTiempo.htm>
- Instituto Nacional de Estadística (INE). Encuesta de Condiciones de Vida: https://www.ine.es/ss/Satellite?L=es_ES&c=INESeccion_C&cid=1259950772779&p=%5C&pagename=ProductosYServicios/PYSLayout¶m1=PYSDetalle¶m3=1259924822888

RECOMMENDED READINGS:

1. Chatterjee, Partha. *Nationalist Thought and the Colonial World: A Derivative Discourse?* Zed Books, 1986.
2. De Haas, Hein, Stephen Castles, and Mark J. Miller. *The Age of Migration: International Population Movements in the Modern World*. Bloomsbury Publishing, 2019.
3. Escobar, Arturo. "De/coloniality and Displacement: Ontological Occupations and the Aporias of Neoliberal Mobility." In *De/coloniality and Displacement: Ontological Occupations and the Aporias of Neoliberal Mobility*, 92-106, 2019.
4. Espinosa, Yolanda et al. *Decolonial Feminism in Abya Yala: Caribbean, Meso, and South American Contributions and Challenges*. Rowman & Littlefield, 2021.
5. Kymlicka, Will. *Liberalism, Community, and Culture*. Oxford University Press, 1991.
6. Mignolo, Walter D., and Franz Schubert Bussmann. "Coloniality and the State: Race, Nation and Dependency." *Theory, Culture & Society*.
7. Quijano, Aníbal. "Coloniality of Power and Eurocentrism in Latin America." *International Sociology* 15, no. 2 (2000): 215-232.
8. Sen, Amartya. "The Uses and Abuses of Multiculturalism." *New Republic* 9 (2006): 6-10.
9. Shachar, Ayelet. *Multicultural Jurisdictions: Cultural Differences and Women's Rights*. Cambridge University Press, 2001.
10. Yuval-Davis, Nira. "Intersectionality, Citizenship and Contemporary Politics of Belonging." *Critical Review of International Social and Political Philosophy* 10, no. 4 (2007): 561-574.

INSTRUCTOR BIOGRAPHY:

Elena Gil Moreno is an adjunct professor in Political Science at the University of Salamanca. She earned her PhD in social science and bachelor's in sociology from the same university. Her master's degree in territorial policies and cross-border cooperation was completed at the University of Vigo and the University of Minho (Portugal). Dr. Gil also worked as an assistant professor in the Faculty of Education and Social Work of the University of Valladolid. She participates in several research projects, and she is a member of the Castile and Leon Sociology Association (SOCYL). Prof. Gil has also worked in associations and public institutions for development and



citizen participation. Her research focuses on the analysis of collective action on the internet from a comparative and a broad perspective. She has studied phenomena as diverse as crowdfunding, cyberfeminism, and, lately, QAnon. Dr. Gil has been teaching at IES Abroad Salamanca since 2021.