Basque Transnationalism in the United States
Center for Basque Studies
University of Nevada, Reno
Cross listed: ANTH 378; BASQ 378; WMST 378; PSC 378; SOC 378

Course: Basque Transnationalism in the United States
Instructor: Dr. Xabier Irujo
Semester: Fall
Schedule: Wed. 16:00-18:45
Room: Center for Basque Studies (Mathewson-IGT Knowledge Center), Conference Room 305N

Contact information
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Office hours: Tuesday, Wednesday & Thursday by appointment

Nota bene
Please read this syllabus carefully, for your decision to enroll in this course constitutes your acceptance of the requirements stated in it.

This is an elective course; you are not required to take it. One main topic of this course is censorship versus freedom of expression in the Spanish state. Students will be required to read, view, ponder, and write about the works read in the course. No one will be excused from doing this work and no alternative assignments will be given.

This syllabus represents my best effort to project the design of this course. Nonetheless, I reserve the right to modify any aspect of the course as the need arises.

Course Description
The class will be dedicated to refining advanced notions of cultural understanding. The entire course content will enhance cultural knowledge of the Basque Country and the concept of transnational identity. We will examine contemporary Basque culture in Europe and in the United States by drawing upon sociology and political science, studying works and relevant documents produced during different historical periods in the Basque homeland and the United States. Each student will design a creative project in response to one of the topics we have studied and will present it to the class.

This course relates to CORE OBJECTIVE 10: Diversity & Equity. Students will demonstrate an understanding of diversity through courses that focus on race, ethnicity, gender, sexuality, religion, physical ability, language, and/or social class with an emphasis on the analysis of equity. Students will apply and evaluate approaches or modes of inquiry used to analyze diversity and equity and the social barriers to these goals.

Course Objectives
To explore the relationships between history, culture and identity within the context of the 19th and 20th centuries, in both the western United States and the Basque Country, during periods of emigration following wars in the Basque Country (1833-1839) in the 19th century and the Francoist dictatorship (1936-1975) in the 20th century, with special reference to Basque immigrants in Nevada;

To gain insights from a range of disciplines and genres that have contributed to the socio-cultural and economic history of the Basques in the United States, drawing upon works of history, culture, politics, anthropology, films and documentaries;

To understand the sometimes confused, often changeable, and complex meanings attached to “identity,” “culture” and “genocide” within the context of the western United States and Western Europe in the modern age;

To gain an understanding of contemporary Basque American society in the 21st century after two centuries of history.

**Student Learning Outcomes**

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

- Articulate the ideological basis of diverse theories of identity and culture and apply them to the Basque case;
- Identify and analyze the main social, cultural, political and economic components of the Basque diaspora and their impact in the western United States;
- Demonstrate an understanding of cultural difference and equity, applied to the Basques, as influenced by social identities such as race, ethnicity, gender, national origin, and other socially constructed differences (CO10);
- Demonstrate knowledge of the social value of cultural difference and of creating societal fairness (CO10);
- Analyze the sources of information from multiple critical perspectives and summarize and critique secondary sources, including scholarly articles.

Students will acquire the competencies described in the Core Objective through a research paper (and related presentation) and two exams that require demonstration of knowledge about the recent history, culture and politics of the Basques in the homeland and United States, as well as knowledge about the socio-political barriers to equity in these two parts of the world during the 19th and 20th centuries. Written assignments and in-class discussions require students to integrate, synthesize and apply knowledge about central diversity issues, especially ethnicity, race, and national origin. Students’ leadership and participation in structured discussion groups will help them integrate and synthesize such knowledge as the semester progresses.

**Assessment Methods and Plans for the Evaluation of Students’ Work**

The final grade for the course will be based upon a total maximum number of points @ 1,000.

Students will earn their grades by completing the following course components. To estimate your grade, fill in the corresponding blanks below with the results of your work.

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
</tr>
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<tbody>
<tr>
<td>Classroom participation</td>
<td>100</td>
</tr>
<tr>
<td>Midterm examination</td>
<td>200</td>
</tr>
<tr>
<td>Research paper/presentation</td>
<td>400</td>
</tr>
<tr>
<td>Final Examination</td>
<td>300</td>
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</tbody>
</table>
Total 1,000 points

The grading scale is: A 100-94; A- 93-90; B+ 89-87; B 86-84; B- 83-80; C+ 79-77;
C 76-74; C- 73-70; D+ 69-67; D 66-64; D- 63-60; F below 60.

All classes are conducted in English. You may consult with me before or after class, during office hours, by phone or via e-mail in English or in Basque.

Any written assignment may be submitted early, but no written work will be accepted late. No exam missed without justification can be made up. Please, coordinate your other commitments with the syllabus throughout the course and consult with me if a conflict should arise. If you must miss a class unexpectedly, please leave a message for me. In the event of an absence caused by an official university-recognized activity, jury duty, or a medical emergency, please provide written documentation in a timely manner.

If you have difficulty with the course for any reason, consult me sooner rather than later so that we can work out strategies to help you complete the course successfully.

**Punctual attendance and active participation: 100 points.** Punctual attendance at all class meetings is obligatory. There will be a great deal of group work and discussion required in this class. If you are not in attendance, you can contribute neither to your own learning nor to that of your peers. Attendance and participation are graded components of the course. Every student begins with 200 points. For every class missed, a student will lose 50 points. Thus, you can improve your grade by making every effort to attend every class. To miss three classes (200 points, 30% of the course) will result in failure of this course.

Active participation in all aspects of the course is essential. Participation does not imply only speaking, but rather actively contributing to the discussion. If you have done the assigned readings and have prepared for each class, it will be all the easier for you to participate.

Assess your own participation periodically during the semester: Are you well prepared for every class? Do you speak up in class to offer your opinions and share your ideas? A good rule of thumb is this: If I have to call on you, you are not participating enough. Rather than waiting for me to call on you, choose the time you feel most comfortable joining in and then seize the opportunity.

**You will take a midterm exam (200 points) and a final exam (300 points).** The midterm and the final will entail short-answer questions and 2 to 3 short essays. Both exams test students’ ability to demonstrate an understanding of cultural difference and knowledge about the recent history, culture and politics of the Basques in the homeland and United States. Study guides for both exams and in-class revision will be provided. The exams may be comprised of 1) identification of clips or stills from the lectures, documentaries or films, 2) commentaries on quotes from the articles and documents we have read, 3) short-answer questions, and 4) a choice of essay questions. Be prepared not only to analyze individual documents but also to compare and contrast various articles/chapters, authors or historical periods.

The exams will cover all assigned lessons, readings, lectures and class discussions. Evaluation of the exams will be based on accuracy of expression as well as on content. No exam missed without justification can be made up.

**Research project and presentation in class: 400 points.** After you have learned about the Basque culture, politics, history and economy, read the reading assignments, assimilated the implications of their socio-historical context, explored what other scholars have to say, I would like you to respond creatively. Create a project related to what you have learned in this class from the list of topics that I will provide. Then bring it to class and tell us about it. So, after reading and studying the books, reading secondary sources and
pondering a while, you will choose a topic, analytical or comparative, and elaborate a thesis statement on one of the topics studied in class. Then, you will develop a paper, (6,000 words or 37,000 characters with spaces in length), using at least three secondary sources. It will include the following parts: Introduction (10%), thesis (70%), conclusions (15%) & bibliography (5%). It has to have footnotes. Written in English, your paper will conform to the format in the fifth edition of the *MLA Handbook for Writers of Research Papers* (LB2369.M53 2009 & LB2369.M53 2003) or *The Chicago Manual of Style*. The paper must be submitted by e-mail in digital format and is due the last Wednesday of November.

Please be advised that the first draft of your paper must be your own work. Do your best work on your own. Then, on the second draft, you may seek help from me or from another professor to improve your paper. You must document any help you receive on a separate acknowledgment page. You must also document any written materials you use to write your paper. Follow the *MLA Handbook* or the *Chicago Style Manual* for documenting your sources. By following these guidelines, you will produce an academically honest paper.

Your work will be evaluated on the basis of elaboration of a thesis statement, organization of content, compelling argumentation, accuracy of expression, sophistication of style, appropriate use of terminology, and appropriate format.

At the end of the semester, you will present your final paper to your peers.

The assignment may be submitted early, but the paper will not be accepted late.

**Additional expectations for graduate students at 600-level:**

To receive graduate credit for this course, students will complete a longer essay, which will be roughly 10,000 words in length, including footnotes and bibliography and the rest of the requirements explained above. They will be expected to read more extensively than undergraduates, and this should be reflected in their essays. Each graduate student will receive two tutorials from the instructor. Tutorials will focus on their additional reading and chosen essay topics. Essays will be evaluated according to the following additional criteria:

- To what extent and how does the essay utilize the additional reading expected of graduate students?
- Does the student’s writing reflect broad familiarity with approaches to trans-nationalism, diaspora studies and genocide?
- Does the student’s writing demonstrate his/her understanding of the complex moral and socio-political issues that people face in wartime, in exile and under politico-cultural oppression?
- Is the student able to analyze key themes within an interdisciplinary framework that includes history, political science and sociology?

Student learning outcomes: In addition to the SLOs outlined in 5.), graduate students will be able to:

- Apply the concepts of “self-determination” and notion of “genocide” in their analyses of case studies relating to Basque politics;
- Demonstrate a clear understanding of the dynamics of contemporary Basque politics.

**Due dates for written assignment/dates of exams**

Midterm Exam: To be announced.
Term Paper: To be announced.
Final exam: To be announced.

**Statement on Academic Dishonesty**
“Cheating, plagiarism or otherwise obtaining grades under false pretenses constitute academic dishonesty according to the code of this university. Academic dishonesty will not be tolerated and penalties can include canceling a student’s enrollment without a grade, giving an F for the course or for the assignment. For more details, see the University of Nevada, Reno General Catalog.”

Statement of Disability Services

The Center for Basque Studies and UNR are committed to equal opportunity in education for all students, including those with documented physical or learning disabilities. “Any student with a disability needing academic adjustments or accommodations is requested to speak with the Disability Resource Center (Thompson Building, Suite 101) as soon as possible to arrange for appropriate accommodations.”

Statement on Audio and Video Recording

“Surreptitious or covert video-taping of class or unauthorized audio recording of class is prohibited by law and by Board of Regents policy. This class may be videotaped or audio recorded only with the written permission of the instructor. In order to accommodate students with disabilities, some students may be given permission to record class lectures and discussions. Therefore, students should understand that their comments during class may be recorded.”

Statement for Academic Success Services: Your student fees cover usage of the Math Center (784-4433 or www.unr.edu/mathcenter/), Tutoring Center (784-6801 or www.unr.edu/tutoring/), and University Writing Center (784-6030 or http://www.unr.edu/writing_center/). These centers support your classroom learning; it is your responsibility to take advantage of their services. Keep in mind that seeking help outside of class is the sign of a responsible and successful student.

Reading assignments

Required book

Students will be required to read the following book:


Students will have to read ONE among the following books:


We will also use documents (articles and other texts) available in the internet and the notes written by Dr. Irujo.

Recommended video recordings


Required course materials

No special material is required in this course.

Additional bibliography that students may find helpful and available at the Basque library at UNR (these readings are optional, not required)

Basque Diaspora


Transnational Identity


• Behnken, Brian; Wendt, Simon (Eds.), *Crossing Boundaries: Ethnicity, Race, and National Belonging in a Transnational World*, Lexington Books, 2013.
Web Pages


Magazines

Course calendar. Basque Transnationalism in the United States
ANTH 378; BASQ 378; PSC 378; SOC 378; WMST 378
Dr. Xabier Irujo


Introduction
Human geography: social, political, economic and cultural aspects of the Basque Country
Documentary
• The Magical Sight, EITB, Bilbo, 2000. (DP302.B46 E9758 2005 v. 1 DVD)

Lecture 2 (Reading Assignment: David Lasagabaster, “Basque Diaspora in the USA and Language Maintenance”, Journal of Multilingual and Multicultural Development, pp. 66-90 (available online at the UNR Library catalog)

On the Ship of Theseus
Theories of identity and culture. Different definitions of key terms: Culture and Identity
Recommended documentary


Identity, Culture and Politics.
Liebig and the concept of territoriality.
The Basque Language.

Lecture 4 (Reading Assignment: On Basque Politics, pp. 85-140)

Main aspects of the ancient Basque consuetudinary laws or “foruak”: Identity and consuetudinary legal institutions
• The Basque states as confederations of families
Social structure (management of work and distribution of property):
• The Medieval City
• The Guilds

Lecture 5 (Reading Assignment: On Basque Politics, pp. 15-83)

Home away from home: Basque migration to the Americas
First Period (16th to 19th century): Basque guilds, enterprises, centers and, boarding houses.
• Agirre, Zumarraga, Vitoria and the fluctuating concept of “America”
Document: The letter of Lope Agirre to Emperor Felipe II
Second period: The Compañía Guipuzcoana de Caracas
Third period of Basque migration to the Americas: 19th to 21st century
• Key concepts on the history of human migration: “push & pull”, “chain migration” and “concentration” phenomena
• Organization of the Basque colonies in America in the 19th century: Basque Centers and Boarding Houses after 1876: The political claim of being Basques in the Americas
Living in the American West: The Basques in Nevada and the WRA
Culture and identity: defining a dual identity

Recommended films:


Basque Identity in the Americas
Adaptation: Merging into new cultural formulas
The Social Contract: Cooperativism and family live in the Basque Centers
Economy: The best shepherders in the world?
Culinary arts: The Picon Punch factor
Sports: Twisting the original Jokoa and Jolasa concepts
Symbolism: dual symbolism
Stereotypes: the Basques in the American cinema
Basque-American identity among immigrants and exiles

**Lecture 7** (Reading Assignment: On Basque Politics, pp. 141-221)

The 20th century: War, exile and the reaffirmation of the Basque Identity in the Americas
The “Gernika shock” in the Americas: the internationalization of the Basque conflict (1937-1960)
The political claim of being Basques in the Americas:
The Burgos Trials and Anaiak Danok in Idaho (1970-2011)
Transition to Democracy: Clash of identities and imposition of supra-national identities

**Lecture 8** (Reading Assignment: On Basque Politics, pp. 223-293)

Conflicts around a definition of the Basque identity today: Basque culture and identity in the homeland and in the Americas
Clash of identities, political conflict and conflict resolution
Recommended film:

**Lecture 9** (Reading Assignment: On Basque Politics, pp. 339-422)

Culture, identity and political conflict: Language policies

**Lecture 10** (Reading Assignment: Basque Cooperativism, edited by Baleren Bakaikoa and Eneka Albizu, pp. 13-93 (PDF available online at http://basque.unr.edu/docs/CR6.pdf)

The Basque Identity and Auzolan (Cooperativism)
Social structure (management of work and distribution of property):
The Medieval City
The Guilds
The 21st century: Cooperativism in a global world: The Irizar phenomenon


Identity and Transnational identity
Transnational cultures

Lecture 12
General Overview

Lecture 13
General Overview

Lecture 14
Final examination