

IO4

Webquest

From a society of emigrants to a destination of immigrants

University of Seville - Spain

Past-Times



Key competences: History; Politics; social and civic competence; teamwork; collaboration; communication; critical thinking.

Key words: History, migration, push and pull factors, Media.

Introduction

Mass media may set an alarming scenario when writing about immigration to Europe: “tide of refugees”, “immigrates threaten...”, “conflict on the border”, the “hunger war” in African countries. Some political parties, such as the Lega Nord in Italy or Vox in Spain are taking advantage of such unethical headlines. However, most European countries have been the country of departure of many migrants in the past. Each country in this partnership has their own experiences expressed in literature, songs¹, dances, films and other popular storytelling techniques.

In order to know the reasons and causes for migration, we need to observe it from the inside, and to put ourselves in the shoes of those that are forced to leave. We need to remember why many of our (grand) grandparents emigrated.

Task

At the end of this activity, you will create a newspaper that will be published on our website. For that end, we will work on the emotional effects of migration such as making the decision to leave home, to undertake a long journey with uncertainties and doubts (economy, time, language...), and when arriving somewhere, the integration process into a new society, dealing with the good/bad/mixed response of the recipient society.

To learn more about migration in Europe, it is important not to forget our History and stories on how we have changed over time from being countries of emigration to one of immigration. A large amount of academic literature points out how emigrants have always given important contributions to the destination societies in which they are

¹ In Spain, Juanito Valderrama’s “El emigrante”: <https://www.youtube.com/watch?v=gJGUeY1opNs>; or the song “El Polizón” (the stowaway): <https://www.youtube.com/watch?v=jLwgpzQ9MQ4>

integrated in many ways, posing a challenge for recipient societies. Therefore, it is important to highlight migration as a dynamic process of cultural exchange and offer a positive vision for socioeconomic progress. We suggest the following tasks:

1. Surf the internet searching for some life episodes of emigration from your country to any other, and analyse the similarities or differences with current immigration cases. Keep the sources and dates under control.
2. Find out the contributions to your society in economy, culture or those who made important intellectual or scientific contributions in other countries as immigrants. Investigate and analyze the culture of immigrants in your country and what kind of contributions they make.
3. You and your team must create an emigration / immigration timeline chart.
4. Keep that timeline in order to create a newspaper that compile the news in time order. Write the articles summarizing some episodes if needed.
5. Once you and your team have finished, post your work on the project website as a newspaper or magazine and read each other's.

PROCESS

Step 1. Putting yourself in the shoes of those who are forced to leave

The outcome will be an assessment of your empathy with immigrants. Let's start making groups of 3 or 4 people. Each group has to look for a story or a real happening describing what the circumstances were when Europeans emigrated. At some point it will come up that some of these destinations are now countries from which citizens emigrate today. In Spain, the case would be Venezuela, Algeria, Mexico or France.



By doing so, emigration will be seen as a permanent phenomenon in the history of humanity, dynamic and linked to the fate of the political and economic conditions of the countries rather than to natural factors.

For example: Spaniards emigrating to Venezuela or France



In the journal *El País*, Tomás Bárbulo explained the history of this image, which began on April 16, 1949: “A hundred people slid down the dock of Las Palmas and embarked on several tender-longboats. Most of them were farmers from Gran Canaria who earned very few a

month, working from sun to sun. They had to sell their belongings to pay the ticket, a small fortune at that time. Before departing, they spent several days hiding in private homes. If the Government today had applied the current *Migration Act*, they would have spent a long time in prison charged with human trafficking. However, they were intercepted by the Guard, which ordered them to stop “in the name of Spain”, but they could escape.

As Barbulo recalls in his article: “When those 106 people landed in Latin America, Spain was plunged into misery and crushed by Franco's repression, while Venezuela was an emerging nation. Although the difference between the two states was smaller as compared to the current situation, for example, between Nigeria and our country, those Spaniards experienced the same effect that pushes sub-Saharan immigrants who arrive to Spain. The image of this ship was used by the Canary Islands Government in a campaign to raise awareness and remember that “We were foreigners”.

France

The circumstances of Spaniards exiles in France were quite different. After the Civil War, they were considered an economic and political problem. A large part of the French public opinion was against the admission of these Spaniards because they

were considered a political danger and a social scourge. Paris was especially interested in promoting repatriation to Spain or re-immigration to third countries. Many returned to Spain or were forced to return, especially women and children.

Nevertheless, by the end of 1939, there were between 140,000 and 180,000 refugees in France. Men between 20 and 48 years old had to work for the French military authority, either as labor in the war industry or in combat. Some 55,000 ended up in the Companies of Foreign Workers and another 6,000 in the Battalions of March of Foreign Volunteers or in the Legion, explains Alted, who remembers that many of them “were taken as prisoners with the French, sent to Germany and kept in *stalags* or prison camps”.

On August 20, 1940, a cattle train left Angoulême with 927 Spanish refugees on board. The refugees believed that they were going to an unoccupied area in France. The trip last three days and nights, the refugees were standing, without food or water. On August 24 they arrived in Mathausen.

Add these stories to a timeline.

Step 2. A *dignity* of Historical Memory

Each group will work on how to recognize the efforts of recipient countries to solve and respond to the needs of emigrants who left their homeland decades ago. Dignity is expressed as the first article of the EU Charter of Fundamental Rights. Let’s look for cases in which *dignity* is a cornerstone of each country’s legislation and the stories of these people.

To accomplish this step, you have to discover everything you can about migration from the country you chose and how the recipient country responded to migrants’ needs. Find out documentaries, TV reality shows, magazine reportages or pieces of legislation depicting their way of life; cultural, intellectual, economic and social contributions. How do they express their culture and traditions today? Have they become a source of wealth for their family and their new society too? Make a summary as an article.

For example: The law of Historical Memory in Spain.

More than 3 million Spaniards died, and thousands were forced to emigrate to avoid political persecution or to survive hunger and misery during and after the civil war which started in Spain in 1936. The War ended three years later, but the “years of hunger” remained for more than a decade. That is known as a PUSH factor for migration, normally combined with a PULL factor too. For Spaniards, at that time, Latin America -thanks to the common language- had a PULL factor as well as the neighboring France. According to Alicia Alted's investigations in *The Voice of the Defeated: The Republican Exile of 1939*, some 465,000 Spaniards fled the conflict across the French border. Although many would return after the war, it is estimated that around 220,000 people suffered a permanent exile.

On December 26, 2008, the *Historical Memory Law* entered into force in Spain. This way, Spanish grandchildren of political exiles and emigrants between 1936 and 1955 were allowed to apply for Spanish citizenship. In just over eight months, nearly 90,000 applications were filed throughout Latin America, most of them from Cuba. The fundamental objective of the *Historical Memory Law* is to redress the victims of the Spanish Civil War and Franco's repression. At the end of the Spanish Civil War, it is estimated that about 500,000 refugees crossed the Spanish border. Although many returned later, according to researchers, Spanish exile after 1940 was still established in approx. 220,000 people.

What about your country? Add these to the timeline.

Step 3. Emigration seen from the other side

Each group will look for 6-8 institutions, NGOs, schools... created by emigrants. Likewise, instead of the institution, search for well-known persons in exile that created any kind of public institution. Finally, each group will choose one or two examples. These cases will be included in the final digital presentation. Add these to your timeline.

For instance, the *Escuela de Filosofía de Madrid* was founded in Mexico in the first half of the 20th century. This school of Philosophy was created by Spanish emigrants

to contribute to the Latin America thought, such as Carlos Bosch García, Óscar de Buen, Francisco Giral González, Eduardo Nicol, Juan Antonio Ortega y Medina, Wenceslao Roces or Adolfo Sánchez Vázquez.

Step 4. Point out the positive aspects of migrating

Nations have been built with the contributions of people who came from different countries, so we must understand migration as dynamic phenomenon of social change and cultural and economic construction.

Now, we suggest each group to make a research on how media deal with migration. Analyse their social discourses and the way in which they affect the public opinion. Focus on the positive news on migration: The proposal will be published in our website to point out the advantages of migration and of living in a multicultural society.

Example: In 1492, the Catholic Kings Isabella and Ferdinand expelled the Jewish diaspora from Spain. They left to today's Morocco, Netherlands and Belgium, the Balkans or Poland and Turkey. But now these people, known as Sephardi Jews, are called back to request their Spanish or Portuguese citizenship after 400 years. Here it is in the news:

- Then: https://elpais.com/elpais/2017/02/27/inenglish/1488186502_865626.html
- Now: https://elpais.com/elpais/2019/10/02/inenglish/1570003149_039827.html
- Then: <https://www.irishtimes.com/news/world/europe/brexit-rising-number-of-british-jews-seek-portuguese-passports-1.2922497>
- Now: <https://www.theguardian.com/world/2019/oct/02/132000-sephardic-jews-apply-for-spanish-citizenship>

Add these pieces of news to your timeline and highlight other specific positive cases of emigrants and immigrants.

Step 5. Fact-checking and Producing Content

The next step is to start producing the content that you will be presenting online as a magazine or newspaper. You may decide to design your digital presentation like a *classic* newspaper and write short articles about specific people or episodes of

emigration / immigration in History in order to make clear that both are faces of the same coin.

Depending on how the content will be presented, group members may need to write 500-800 word articles summarizing an episode in History. Include photographs when possible. When writing the content to describe the event, start with the main causes or factors that contributed to that case, then briefly describe what occurred and then end by describing the outcomes and conclusions.

For example, <https://medium.com/@tooleeoh/how-to-get-a-spanish-passport-through-sephardic-heritage-c5eae2e5767a>

Step 6: Referencing and Peer Reviewing

The outcome of your research will be post on the project website. The purpose is to offer an accurately referenced source about migration in the selected countries and to develop a positive social and media observatory on migration.

You need to keep and mention your sources of information throughout all the process. Do not forget to check each other group's work!

Resources

Libraries and online libraries and repositories

Online newspapers

Individuals

<p>Newspapers by country</p>	<p>Check each outlet by "tags": refugees, immigration, elders... i.e., https://www.abc.es/sociedad/refugiados/ i.e., https://elpais.com/tag/refugiados/a Here a list of newspapers by country: https://en.wikipedia.org/wiki/List_of_newspapers_in_Spain https://fr.wikipedia.org/wiki/Presse_en_France https://pt.wikipedia.org/wiki/Lista_de_jornais_e_revistas_de_Portugal https://pl.wikipedia.org/wiki/Lista_polskich_czasopism</p>
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	https://en.wikipedia.org/wiki/List_of_newspapers_in_Finland https://en.wikipedia.org/wiki/List_of_newspapers_in_the_Republic_of_Ireland https://en.wikipedia.org/wiki/List_of_newspapers_in_Belgium https://de.wikipedia.org/wiki/Liste_deutscher_Zeitungen
Online tools and search engines	https://migrationdataportal.org/?i=stock_abs_&t=2019 https://migrationobservatory.ox.ac.uk/projects/migration-in-the-media/ http://observatorioemigracao.pt/np4EN/1314 https://www.comillas.edu/en/research-obimid/migratory-flows?jjj=1535155220002 http://theconversation.com/migrants-and-the-media-what-shapes-the-narratives-on-immigration-in-different-countries-116081 http://www.migration-media-award.eu/index.php/en/ https://www.pewresearch.org/topics/immigration/project/media-news/
Books and thinktanks' reports	https://benjamins.com/catalog/dapsac.81 https://ethicaljournalismnetwork.org/wp-content/uploads/2016/09/moving-stories-ejn.pdf http://webcache.googleusercontent.com/search?q=cache:Tl2oyWkFUwQJ:ec.europa.eu/research/bitlys/migration/migration-realities-opportunities.html+&cd=11&hl=es&ct=clnk&gl=es

Evaluation

By completing this activity, you will acquire the following knowledge, skills and attitudes:

Knowledge	Skills	Attitudes
<ul style="list-style-type: none"> • Each country's history on Emigration • Discover and better understand how news affect public opinion 	<ul style="list-style-type: none"> • Develop creative and analytical thinking • Develop research skills to find out important and quality data/information 	<ul style="list-style-type: none"> • Raising awareness of soft discrimination on media • Appreciation of Literacy Media for

<ul style="list-style-type: none"> • Discover and better understand different social and political view on immigration • Discover and better understand social stereotypes about minority groups • Learn about other culture values and customs • Learn important aspects of living in an intercultural society and how to respect diversity • Understand the meaning of integration in the formation of an intercultural community. • Recognise and understand how people with different ethnicities, different cultural background and different professions can live together in peace. • Recognise and appreciate differences and similarities in cultural behaviours. 	<ul style="list-style-type: none"> • Use of software like Word and PowerPoint for developing an informative digital product • Use of the gained knowledge to present an integrated product • Use of organizational skills to carry out the current activity • Selection of specific databases to find specific information. • Locate information by using electronic databases. • Develop information literacy skills 	<ul style="list-style-type: none"> developing a tolerant society • Increase of confidence on immigrants • Promote immigrant's integration • Be agile • Willingness to cooperate and be open-minded • Feel free to express ideas and opinions • Feel more creative and able to innovate • Be more open to new methods of learning • Be more empathetic
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Conclusion

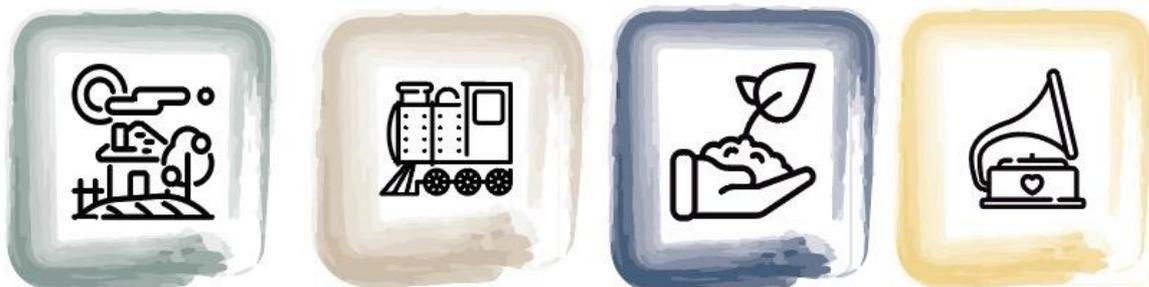
There is a common history in Europe and emigration/immigration is the key to understand it as well as the society in which we live in today. We have been emigrants and we are always influenced and conditioned by our common history. Since we have a common place for the timelines as a news outlet, we will put in common the past, the present and the future.

Furthermore, other civilizations, cultures and societies will be depicted as contributors to our growth in many aspects, being each one the mirror through which we should be looking at ourselves in order not to forget what we have been, and we have done.

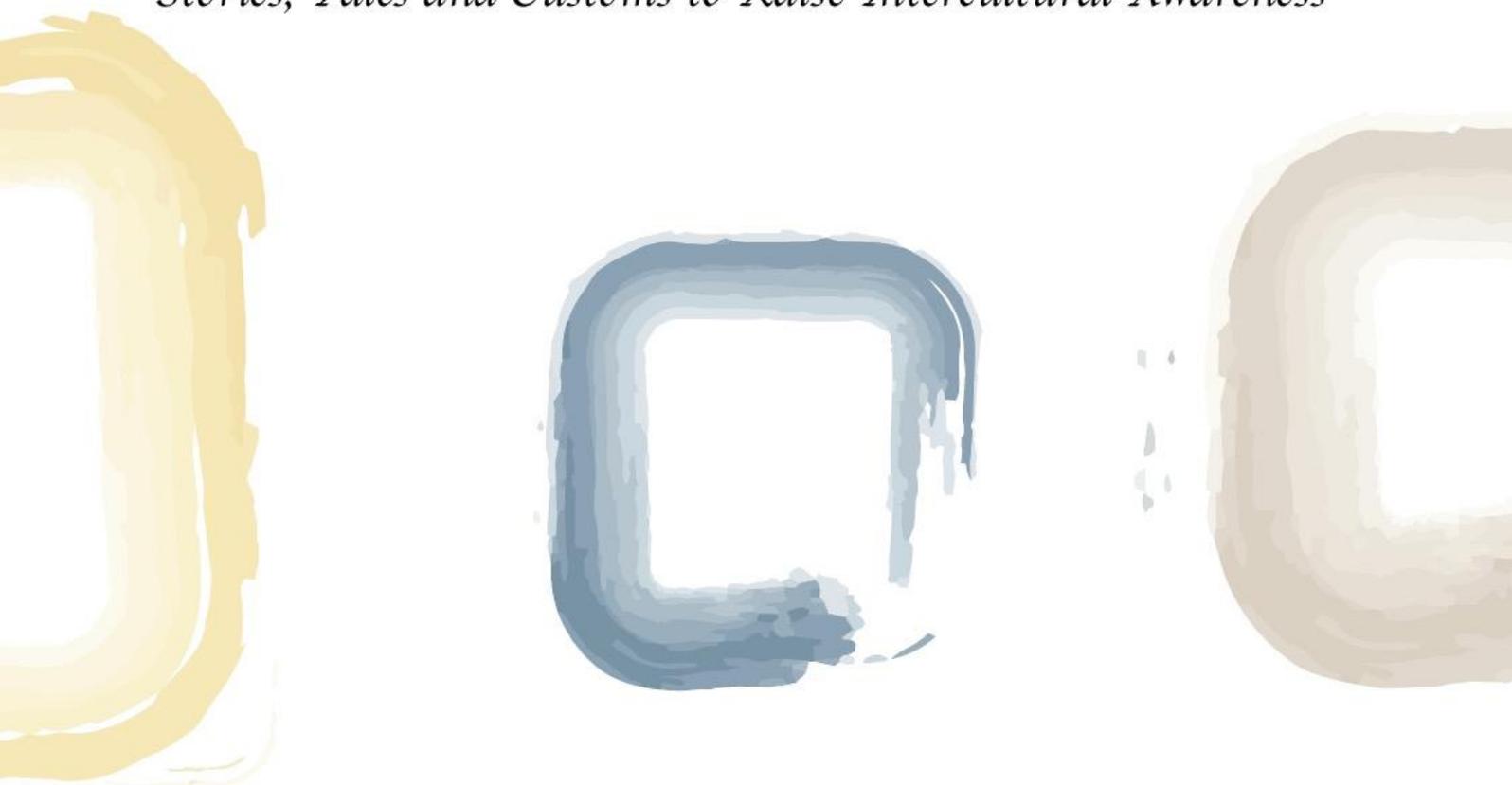
This webquest has been developed in order to avoid dememorization and polarization in order to understand the European History through stories and journalism. By doing so, we will be having a clearer project of Europe. On the other hand, we will learn how to read newspapers today and how to avoid disinformation and fake news on migration.



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Stories, Tales and Customs to Raise Intercultural Awareness



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