

Course Last Updated 01/23/2024



Analyzing and Exploring the Global City: Barcelona

Section I: Course Overview

Course Code: CUL345BCN, SOC345BCN

Subject Area(s): Cultural studies, Sociology

Prerequisites: One 200 level course or two 100 level courses in Sociology, Human Geography, Cultural Studies or related discipline

Language of Instruction: English

Total Contact Hours: 45

Credits: 3

Course Fees: none

Course Description

Barcelona, the capital of Catalunya, is one of the largest and most cosmopolitan cities in Spain. It is globally renowned for its art and architecture, possessing no fewer than nine UNESCO-designated 'world heritage' sites, and has become a major destination for global tourism. This interdisciplinary course examines the emergence of this elegant, creative city as Spain's gateway to the Mediterranean, and analyzes its history and evolution since its foundation by the Romans. Students will explore the role of population dynamics, industrial change, and globalization in shaping the city and the lives of its inhabitants, examining the ways in which the interplay of urbanism, politics and society has addressed challenges of social, political, and technological change in the past and today. The course also traces the changing nature of Barcelona's relationship with the rest of Spain, Europe, and the wider world.

Learning Objectives

Upon successful completion of this course, students are able to:

- Develop a critical perspective on the concept of globalization and its application to Barcelona.

- Analyze the past and present characteristics of Catalan society and culture.
- Recognize the complexities of urban socio-cultural realities.

Section II: Instructor & Course Details

Instructor Details

Name: TBC

Contact Information: TBC

Term: TBC

Course Day and Time: TBC

Office Hours: By appointment.

Grading & Assessment

The instructor assesses students' mastery of course learning objectives by using the forms of assessment below. Each of these assessments is weighted toward the final grade. The Assessment Overview section provides further details for each.

Engagement - 20%

Field Notebook - 10%

Mid-term - 20%

Final Exam - 25%

Research Paper - 25%

Assessment Overview

This section provides a brief description of each form of assessment listed above. Forms of assessment may be slightly modified in the term syllabus.

Engagement (20%): Students are expected to be engaged in class, to have read the CEA CAPA Engagement Policy, and to understand the [Class Engagement Rubric](#) that outlines how engagement is graded.

Field Notebook (10%): The Field Notebook is a journal in which, from your first days in Spain, you should use to take notes of your direct experience of Spanish society and culture, with a special attention to the many themes we discuss in class. Students should take this notebook everywhere they go, recording experiences and observations as they occur. Students will be graded on the effort students put in experiencing Barcelonan society and culture.

Midterm Exam (20%) and Final Exam (25%): The mid-term and final exams consist of short questions with short open answers (approx. 60 minutes). The Mid-Term exam covers everything taught in the semester up until that point and the Final Exam will be cumulative.

Research Paper (30%): After the field notebook, you must choose one aspect of globalization covered in the course and locate examples of it in other than those covered in class. The essay must include the written proof of the student's direct experience of Barcelona in all aspects possible, an accurate description of your firsthand observations and interactions with people in Barcelona, your personal thoughts and intuitions, and an accurate description of those concepts/theories/ideas from lectures/class discussion/readings that can be usefully connected to your experiences and observations. Students should continue to use the field notebooks as a basis for collecting the content that will be reported in the final essay.

Active Learning

Experiential learning is an essential component of education abroad, and participation in field studies is a required part of coursework. In this course, students explore the city in which they are studying using a variety of methods. This provides the opportunity to gain nuance and perspective on the host context and course content, as well as to collect information and resources for assigned papers, projects, and presentations.

- Plaça d'Espanya and Avinguda Maria Cristina.
- The Medieval and Gothic City.
- Visit to the MUHBA (Barcelona City History Museum).
- The Roman Barcelona.
- The Raval.

Students are also strongly encouraged to participate in co-curricular program activities, among which the following are suggested:

- La Diada
- La Fiesta Nacional
- La Mercè
- Tots Sants
- Nadal

Readings and Resources

The below readings and resources are representative of what will be assigned as required in this course but may vary slightly in the term syllabus.

All students are given access to the online library of the University of New Haven (UNH), accessible [here](#), and are expected to comply with [UNH Policies](#) regarding library usage.

Wherever possible, required readings are made accessible through the online library or Canvas. Students are responsible for obtaining all required readings.

Each course utilizes Canvas as its LMS. Students are expected to check Canvas regularly for updates and deadlines. Canvas is also the primary platform for contacting your instructor in case of questions or concerns about the course.

Required

Bou, E. & Subirana, J. (Eds.) (2017). *The Barcelona Reader: Cultural Readings of a City*. Liverpool University Press.

Casellas, A. (2009). Barcelona's Urban Landscape: The Historical Making of a Tourist Project. *Journal of Urban History*, 35(6), 815-832.

Clark, G. (2017). *Global Cities: A Short History*. Brookings Institutions.

Degen, M. & García, M. (2012). The transformation of the 'Barcelona Model': An Analysis of Culture, Urban Regeneration and Governance, *International Journal of Urban and Regional Research*, 1-17.

McNeill, D. (2001). Barcelona as Imagined Community: Pasqual Maragall's Spaces of Engagement. *Transactions of the Institute of British Geographers*, 26 (3), 340-352.

Resina, J. R. (2008). *Barcelona's Vocation of Modernity: Rise and Decline of an Urban Image*. Stanford University Press.

Recommended

Aibar, E. & Bijker, W. E. (1997). Constructing a City: The Cerdà Plan for the Extension of Barcelona. *Science, Technology, & Human Values*, vol. 22 (1), 3-30.

Brunet, F. (2005). The economic impact of the Barcelona Olympic Games, 1986-2004: Barcelona: the legacy of the Games, 1992-2002. *Centre d'Estudis Olímpics UAB*.

http://olympicstudies.uab.es/pdf/wp084_eng.pdf

Busquets, J. (2005). Barcelona Revisited: Transforming the City within the City. In E. Charlesworth (Eds.), *City Edge. Case Studies in Contemporary Urbanism* (pp. 34-49). Burlington.

Mansilla, J. & Milano, C. (2019). *Becoming center: Tourism Placemaking and Space Production in Two Neighborhoods in Barcelona*. Tourist Geographies.

McNeill, D. (2002). Barcelona: Urban Identity 1992-2002. *Arizona Journal of Hispanic Cultural Studies*, (vol. 6), 245-261.

Sassen, S. (2001). *The Global City: New York, London, Tokyo*. Princeton University Press.

Wynn, M. (1979). Barcelona: Planning and Change 1854-1977. *The Town Planning Review*, Vol. 50 (2), 185-203. <http://www.jstor.org/stable/40103366>.

Course Calendar

Session 1

Topics	<ul style="list-style-type: none"> • Introduction and welcome session • Physical Geography of Barcelona
Activity	Lecture and Discussion.
Readings & Assignments	Prepare Field Notebook

Session 2	
Topics	<ul style="list-style-type: none"> • Human Geography of Barcelona • From Barcino to Barcelona, 13 BCE - 1492
Activity	Lecture and Discussion
Readings & Assignments	Casellas, A. (2009). Barcelona's Urban Landscape: The Historical Making of a Tourist Project. <i>Journal of Urban History</i> , 35(6), 815-832

Session 3	
Topics	The Modern Times Barcelona, 1492 - 1808
Activity	Active Learning activity
Readings & Assignments	Active learning visit and Field Notebook exercise

Session 4	
Topics	Liberal Urbanism, 1808-1854 L'Eixample d'Ildefons Cerdà, 1850-1888 CE
Activity	Lecture and Discussion
Readings & Assignments	Field Notebook check

Session 5	
Documentary Viewing: <i>Bye Bye Barcelona</i>	

Session 6	
Topics	The GATCPAC, Francisco Franco and the City, 1931-1977
Activity	Lecture and Discussion
Readings & Assignments	Wynn, M. (1979). Barcelona: Planning and Change 1854-1977. <i>The Town Planning Review</i> , Vol. 50 (2), 185-203. http://www.jstor.org/stable/40103366

Session 7	
Mid-term	

Session 8	
Topics	Walk and Work - Power in Barcelona

Activity	Active Learning activity
Readings & Assignments	Active learning visit and Field Notebook exercise

Session 9	
Topics	Barcelona before the Olympics, 1977 - 1991
Activity	Lecture and Discussion
Readings & Assignments	McNeill, D. (2002). Barcelona: Urban Identity 1992-2002. <i>Arizona Journal of Hispanic Cultural Studies</i> , (vol. 6), 245-261

Session 10	
Topics	Walk and Work - Vila Olímpica
Activity	Active Learning activity
Readings & Assignments	Active learning visit and Field Notebook exercise

Session 11	
Documentary Viewing: <i>Urbanized</i>	

Session 12	
Topics	Americans in Spain
Activity	Lecture and Discussion
Readings & Assignments	Guest speaker

Session 13	
Topics	Guest Lecture
Activity	Lecture and Discussion
Readings & Assignments	Guest speaker

Session 14	
Topics	Final Essay Due
Activity	Essay Discussions
Readings & Assignments	<ul style="list-style-type: none"> • Turn in Final Essay and final Field Notebook • Students will give brief overview of their findings

Session 15	
Final Exam	

Section III: Academic Policies and Standards

Academic Policies

Students are expected to review and understand all CEA CAPA student policies, including our [Academic Policies](#) and [Engagement Policy](#). CEA CAPA reserves the right to change, update, revise, or amend existing policies and/or procedures at any time. Additional requirements that may be associated with a specific course or program are addressed in the term syllabus.

Student Learning & Development Objectives

CEA CAPA has identified [Student Learning and Development Objectives \(SLDOs\)](#) for all programs in all locations: content in context, navigating differences, power and equity, critical thinking and intellectual curiosity, career and professional development, and sustainability and migration. These are meta-level learning objectives that transcend coursework and are infused across all elements of program delivery, beyond specifics of course offerings, addressing student learning holistically and framing it a larger learning context.