

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

Cities around the world are striving to be “global,” and 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 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. Topics will include ancient and Medieval Barcelona; nationalism and innovations in art and architecture; the role of the 1992 Olympics as a catalyst for urban regeneration; the impacts of gentrification, tourism, and the recent economic crisis on the city and its inhabitants; and future scenarios of urban change.

Learning Objectives

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

- Distinguish the ways in which Barcelona’s identity as a global city have evolved through history to the present day

- Contextualize the social dynamics of Barcelona in relation to the changing contexts of nationalism, industrialization, immigration, and globalization
- Discover the ways in which art, architecture, and culture are showcased throughout the city and contribute to Barcelona's global impact and significance
- Critically deconstruct the built environment and interpret its iconography and symbolism in appropriate ways
- Engage critically with debates surrounding Barcelona's urban regeneration and governance

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%

Urban communities presentation - 20%

Urban exploration paper - 15%

Field study analysis - 25%

Final Exam - 20%

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.

Urban Communities Presentation (20%): You will choose one of the topics from the list below and prepare a presentation to deliver to the class, which you will write up afterwards as an academic Urban Exploration Paper. Each project analyzes a neighborhood of Barcelona, showing its historical development and considering the particular contemporary issues that can be observed there. It will

be based on personal field work backed up by documentary research, using your observations and illustrated with your own photographs. The assignment should demonstrate original, critical thinking and insightful reflection from your experiences and observations.

The session for the presentation must be agreed with the professor and be delivered on that date. It should last 5-8 minutes and include a class discussion which you facilitate. Powerpoints should use minimal text - title, key dates/names, conclusions, - otherwise only images or graphics.

Subject options:

- Jewish Quarter (racism)
- El Born (Medieval trading networks)
- Sagrada Familia and neighborhood (tourism, city branding)
- Vila Olimpica and marina ('92 Olympics)
- Barcelona cruise terminal (tourism)
- The Ramblas (planning, urban reform)
- Parc de la Ciutadella (symbols and monuments)
- Eixample (Modernisme)
- El Raval (gentrification, culture renewal)
- Port Vell and America's Cup (sports promotion)
- Barcelona airport (expansion proposal)
- 22@ (innovation district)
- Super-illa Sant Antoni (greening, mobility)

Urban Exploration Paper: 1500 words (15%): This term paper will allow students to present formally the research they undertook for their Urban Communities presentation, incorporating ideas and suggestions from the class session.

Papers should be analytical not descriptive and based on a clearly stated thesis. They should engage with course readings and incorporate research from at least *five* academic sources (not tourist web pages) cited in a bibliography. Papers will be evaluated with respect to strength of argument, complexity of ideas, detail and sophistication of examples, and engagement with secondary sources and course themes. Further guidelines will be distributed in class.

The final paper must be turned in within two weeks of your class presentation. Refer to the school handbook about plagiarism regulations.

Field Study Analysis: (25%): This assignment consists of activities related to four of the course field classes. The primary source will be students' own observations at the sites supported by at least two academic secondary sources for each report, which should be cited in the text and in a bibliography.

Students should illustrate their reports with photographs taken during the field visit.

1. Enlightenment and Baroque urban planning
2. Meanings of landscapes and architecture
3. Regeneration and gentrification: el Raval
4. The 22@ innovation district (quiz)

Final Exam (20%): The final exam aims to encourage engagement with class activities and with the material, readings and site visits experienced during the course. Students will summarize the content and the arguments of four of the sessions, drawing on class notes, the session readings, documentation on Canvas, and any other relevant material they want to use. Answers should explain the subject of the session, its relevance to the overall theme of global cities, and what evidence there is for the subject in Barcelona and other cities you have encountered.

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.

Field Studies:

1. Metropolitan overview: MNAC museum, Montjuic
2. Sites of Medieval urban power
3. Enlightenment and Baroque urban planning
4. Signs, monuments and *Moderniste* architecture
5. Branding the Barrio Gotico
6. Regeneration and gentrification: el Raval
7. Port Vell, sports events
8. 22@ innovation district

Guest Speakers:

- Nathan James Jones, Agglomeration economics
- Austin Matheney, Environmental justice

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, Barcelona, 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.