

Course Last Updated 02/16/2024



University of  
New Haven

## Writing the Global City Barcelona

### Section I: Course Overview

**Course Code:** ENG317BCN

**Subject Area:** English Language and Literature

**Prerequisites:** None

**Language of Instruction:** English

**Total Contact Hours:** 45

**Credits:** 3

**Course Fees:** none

### Course Description

The course explores the craft of Creative Writing in relation to the city and explores the challenges of writing about a place. We will examine different aspects of the city in relation to Barcelona narratives including the old city, travel, urban spaces, solitude, politics, ethnicity, particular boroughs and characters (both fictional and real) as well as making use of practical exercises and field work.

### Learning Objectives

Upon successful completion of this course, you'll be able to:

- Interpret examples of the impact of globalization in the urban environment.
- Analyze the spaces they inhabit and reflect on differences and similarities between their home and host environments.
- Explain concepts of, and implications of, the realities of power, privilege, and inequality in urban environments.
- Differentiate place-related creative writing techniques.

## 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%**

**Class presentation - 20%**

**Short Story 1 - 20%**

**Short Story 2 - 20%**

**Self-Reflective Essay - 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.

**Class presentation (20%):** 10-minute presentation to the class of a poem or short essay (1000 words) written in response to matching a piece of literature with a place in Barcelona/Spain and a description of your process.

**Short Story 1 (20%):** 1500-word short story based on a fictional character. This assignment will be handed in to be critiqued and subsequently rewritten, before being graded. I will not grade the original submission, although I will give you notes. The grade will be based on your final submission.

**Short Story 2 (20%):** 1500-word short story fiction/life writing inspired by your experience of the city of Barcelona but otherwise the subject is yours to choose. This is an opportunity for you to explore an aspect of the city that interests you. You may want to write a historical piece, a contemporary short story or piece of travel writing, a story inspired by trips and visits that we will attend throughout the class. You will have plenty of time to decide on your subject – ask for guidance if this level of freedom seems daunting.

**Self-Reflective Essay (20%):** 1000-word self-reflective essay. This is an opportunity for you to examine how far you have traveled since leaving the United States and will be submitted in your last week.

## 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.

- Neighborhood Tours

## 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

Atwood, M. (2003). *Negotiating with the Dead. A Writer on Writing*. Anchor Canada.

Bishop, E. (2015). *Question of Travel: Poems*. Farrar, Straus and Giroux.

Burroway, J., Stuckey-French, E. & Stuckey-French, N. (2009). *Writing Fiction: A Guide to Narrative Craft*. University of Chicago Press.

Constantine, E. & Bush, P. (2019). *Barcelona Tales*. Oxford University Press.

Don, J. (2017). *How to be a Travel Writer*. Harper Collins.

Lehan, R. (1998). *The City in Literature: An Intellectual and Cultural History*. University of California Press.

Monzó, Q. (1986). *O' Clock*. Ballantine Books.

Resina, J.R. (2018). An Enchanted Barcelona Mirrored in Fiction. *Debats. Annual Review*, 173-184.

Smith, M. (Ed.) (2009). *Emotion, Place and Culture*. Ashgate.

Storr, W. (2019). *The Science of Storytelling: Why Stories Make Us Human*. William Collins.

Tambling, J. (2017). *Palgrave Handbook of Literature and the City*. Palgrave MacMillan.

### Recommended

Ascari, M. (2001). *Literature of the Global Age: A Critical Study of Transcultural Narratives*. McFarland & Co.

Eaglestone, R. (2019). *Literature. Why it matters*. Wiley.

González, M. (2018). *Barcelona: A Literary Guide for Travelers*. I.B. Tauris.

Runyan, T. (2015). *How to Write a Poem*. T.S. Poetry Press.

Thom, J. (2017). *Once Upon a Time as it Was Now*. Blue River Press.

Zinsser, W. (2016). *On Writing Well*. Harper Perennial.

## Course Calendar

Session 1	
Topics	Introduction and Methodology
Activity	Lecture & Discussion
Readings & Assignments	First approach to the course and clarification of the main objectives and goals.

Session 2	
Topics	General principles of literary writing
Activity	Lecture & Discussion
Readings & Assignments	<ul style="list-style-type: none"><li>Realizing the student's 'writing experience' and their main motivations for this course.</li><li>Outlining basic theory on writing and style.</li></ul>

Session 3	
Topics	Literature and Urbanism
Activity	Lecture & Discussion
Readings & Assignments	<ul style="list-style-type: none"><li>Understanding the diversity of approaches to urban writing and developing skills to be able to produce them all.</li><li>LEHAN, Richard. <i>The city in Literature: An intellectual and cultural history</i>. Berkeley</li></ul>

Session 4	
Topics	Travel Writing
Activity	Lecture & Discussion

Readings & Assignments	<ul style="list-style-type: none"> <li>Understanding the differences and connections between urban writing and travel writing.</li> </ul>
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Session 5	
Topics	Field trip to the City Center
Activity	Active learning activity
Readings & Assignments	<ul style="list-style-type: none"> <li>Getting to know the oldest part of the city, its different neighborhoods and its cultural diversity.</li> </ul>

Session 6	
Topics	Writing about immigration and cultural diversity
Activity	Lecture & Discussion
Readings & Assignments	<ul style="list-style-type: none"> <li>Learning specifics about History, Social and Poetry writing</li> <li>Preparation and delivery of the students' presentations</li> </ul>

Session 7	
Topics	Presentations/Discussion Pt. 1
Activity	Lecture & Discussion
Readings & Assignments	<ul style="list-style-type: none"> <li>Student presentation and in-class discussion</li> </ul>

Session 8	
Topics	Presentations/Discussion Pt. 2
Activity	Lecture & Discussion
Readings & Assignments	Student presentation and in-class discussion

Session 9	
Topics	Field trip to the 22@ district and the Besòs area
Activity	Active learning activity
Readings & Assignments	Reflection about the urban improvements and innovations encouraged by globalization.

Session 10	
Topics	Field trip to the Born and La Ribera neighborhoods
Activity	Active learning activity
Readings & Assignments	Reflection about national identity, nationalism, political confrontation, and diverse types of resistance
	Short Story #2 due

Session 11	
Topics	Field trip to the neighborhood of Gràcia

Activity	Active learning activity
Readings & Assignments	Reflection about civil society in action, normal daily lives and extreme situations (Civil War).

Session 12	
Topics	<i>Lo mejor que le puede pasar a un cruasán</i>
Activity	Watching film in class
Readings & Assignments	Reflection and group discussion about the movie

Session 13	
Topics	Making the city smart
Activity	Lecture & Discussion
Readings & Assignments	Learning specifics about science/technology writing

Session 14	
Topics	Writing about the future
Activity	Lecture & Discussion
Readings & Assignments	Learning specifics about science/technology writing

Session 15	
Topics	Final class session
Activity	Lecture & Discussion
Readings & Assignments	Self-reflection due

## 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.