



TITLE: UNDERSTANDING BARCELONA. A GEOGRAPHY OF A GLOBAL CITY

LANGUAGE: English

TOTAL HOURS: 45 hours

CREDITS: 3 credits

DESCRIPTION

This course examines the main political and socio-economic processes that help understand present-day Barcelona, particularly after the 1992 Olympics turned it into a vibrant global city. Through the lens of politics, human geography and history students will explore topics like massive tourism, gentrification, environmental sustainability, the real state bubble, or immigration dynamics. Special attention will be paid to the tense power relations between Catalonia and Spain, the political heritage of Franco's fascist dictatorship and the rise of the Catalan independence movement.

COURSE OBJECTIVES

By the end of this course, students:

- Will understand how current political, social, economic and environmental phenomena like massive tourism, gentrification, air pollution, the real state bubble, immigration, and the tense power relations between Catalonia and Spain- influence everyday life in Barcelona.
- Will be able to recognize, analyze, criticize and explain the main historical facts and political events that have shaped contemporary Barcelona.
- Will be able to generate written texts and to implement oral presentations about Barcelona's main political and socio-economic challenges.

METHODOLOGY

Students are expected to participate in class debates, paper discussions and critical analysis of the compulsory readings. Recent newspaper articles will be commented during the debates. Field trips are essential parts of the course and all students are required to attend and write brief commentaries about them.

EVALUATION

Attendance to classes and field trips is mandatory; poor attendance will affect the final grade of the student as well as the everyday participation grade.

The final grade consists of five different parts: midterm exam, final exam, assignments, oral presentation and class participation

The breakdown of grades is made up as follows:

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| 1. Midterm exam: | 20% |
| 2. Final exam: | 25% |
| 3. Assignments: | 20% |
| 4. Oral presentation | 15% |
| 5. Class participation | 20% |



Class Participation: Active class participation includes coming to class prepared and on time, having read the material for that day and show active reflection on that material, answering questions from the professor, generating questions and engaging in group activities using required reading for that day. Students are encouraged to express their opinions in class with the professor and the other students.

Exams: Both the midterm and the final exams may contain a mix of short answer and essay questions aimed to test the students' full comprehension of facts and the ability to argue his/her opinions based on class material.

The guidelines for exams are as follows:

- Any student found cheating will automatically fail this examination. Additional sanctions may be imposed.
- Talking or communicating with other students during the examination is forbidden.
- Desks must be cleared of all books, notes and papers. All unauthorized materials must be put away and remain out of sight throughout the examination.
- All telephones and electronic devices must be turned completely off during the exam.
- Students arriving later than 15 minutes will not be allowed into the classroom to take the examination, subject to the decision of the instructor.
- At the end of the examination students will remain seated until their papers are collected. No one may leave the room until excused.
- Should assistance be required, students will attract the attention of the instructor.
- Failure to follow these rules will automatically lead to failure of this examination.

Assignments

Students will be required to write 4 assignments (2/3 pages, double spaced typing). The assignments' aim is to reflect upon the topic addressed of the on-site classes. Students will be asked to answer an essay question linked to the contents of the fieldtrip

Research Paper

Students will research on class related topics and present their findings to professor and classmates.

Specific guidelines will be provided on the first day of class.

Students must hand in a hard copy of their research papers by XXXX

The extension of the research paper will be 7-8 pages

Oral presentations

Students will be required to give an oral presentation using PowerPoint (15 minutes) on a free topic related to the course contents (to be agreed with the professor).

Class participation

Participation is valued as meaningful contribution in the classroom, utilizing the resources and materials presented to students as part of the course. Meaningful contribution requires



students to be prepared in advance of each class session and to have regular attendance. Students must clearly demonstrate they have engaged with the materials as directed, for example, through classroom discussions, online discussion boards, peer-to-peer feedback (after presentations), interaction with guest speakers, and attentiveness on co-curricular and outside-of-classroom activities.

FIELD STUDIES

- Visit to Sant Antoni Neighborhood in order to study the impact of gentrification in Barcelona
- Visit to El Born Cultural Center in order to study the origins of the political tensions between Catalunya and Spain
- Visit to el Raval in order to study the influence of immigration in Barcelona
- Visit to a Bomb Shelter built during the Spanish Civil War in order to study the (still today) open wounds of the war and franquism in Barcelona

ACADEMIC INTEGRITY

SIS programs foster critical thinking and intellectual development of its students. In doing so, SIS requires that students introduce their original thoughts, opinions, and ideas in all of their assignments with the support of cited sources. Any violations of academic integrity- such as cheating, plagiarism, self-plagiarism, academic misconduct, fabrication, misuse or misrepresentation of research, and noncompliance - may result in an automatic "F" or immediate dismissal from the program if the student falls below the minimum number of credits required for the term; 12 credits during the semester, or 3 hours during the summer.

Cheating: Any action that violates the rules and guidelines given by the instructor for submitting assignments or exams.

Plagiarism: Any action that presents the ideas, opinions, research, etc. of another as your own.

- Directly copying another's work without citing sources
- Submitting another person's work into your own without properly citing the source(s) used.
- Paraphrasing another person's work without providing appropriate citations

Self-Plagiarism: Submitting a piece of one's own work to receive credit for multiple assignments in one or more class.

Academic Misconduct: Any act that impedes or threatens the open exchange, expression, or flow of information or fair evaluation of students. This includes intimidation and complicity in any acts or attempts to interfere with the ethical and fair submission and evaluation of student work.

Fabrication: Providing inaccurate or false information, including research findings, quotes, and cited sources, etc.

Non-Compliance: Failure to comply with the values, objectives, and procedures contained in this policy.

ATTENDANCE POLICY

Semester: Students are allowed THREE absences throughout the semester without penalty. Starting with the fourth absence, the student's FINAL GRADE will be lowered by a fraction of a letter (1/3 of a letter grade). For example, if a student has 4 absences and a final grade of B+, the grade will be lowered to a B, if 5 absences the grade is lowered to B-.

Summer: Students are allowed TWO absences throughout the summer without penalty. Starting with the third absence, the student's FINAL GRADE will be lowered by a fraction of a letter (1/3 of a letter grade). For example, if a student has 4 absences and a final grade of B+, the grade will be lowered to a B, if 5 absences the grade is lowered to B-.

**January Term students are allowed TWO absences as well.*

There are NO excused absences. If a student misses class because s/he is sick, that counts as one of the allowed absences. No excused absences and no excuses.

Quizzes, exams and participation points that are missed because of an absence cannot be recuperated.

Students that arrive late 5 minutes or more will receive a 0 for participation for the day.

COURSE CONTENT

| SESSION | CONTENT | READINGS |
|---------|---|---|
| | Introduction to the course. / Quiz "What do you know about Barcelona?" | |
| | Overview of the changing geography, demography and administrative divisions of Barcelona. | |
| | "Barcelona and Spanish Politics". | Ross, C., Richardson, B., Sangrador-Vegas, B. (2008). <i>Contemporary Spain</i> . London: Routledge. Pages 1-16 |
| | Power struggle between Catalonia and Spain. Towards and independent Catalonia? | Minder, Rafael (2017), <i>The Struggle for Catalonia: Rebel Politics in Spain</i> (London: Hurst) Pages 21-33 |
| | Was Catalunya ever independent? | Alcoberro, Agustí (2010) "The War of the Spanish Succession in the |

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| | Celebrating the defeat? The end of the Spanish War of Succession (September 11 th 1714). | Catalan-Speaking Lands”, Catalan Historical Review: 69-86. http://revistes.iec.cat/index.php/CHR/article/viewFile/37024/pdf_49 |
| | Visit to El Born Centre Cultural. ON SITE CLASS | |
| | Naturalizing the city? Revisiting the “Cerdà Plan” and Barcelona’s environmental sustainability . | Bausells, Marta (2016), Story of cities #13: Barcelona's unloved planner invents science of 'urbanisation', <i>The Guardian</i> https://www.theguardian.com/cities/2016/apr/01/story-cities-13-example-barcelona-ildefons-cerda-planner-urbanisation |
| | Barcelona as a theme park? “Farselona” and the Gothic Quarter. The artificial “gothification” of Barcelona. | Cócola Gant, A., & Palou Rubio, S. (2015). Tourism promotion and urban space in Barcelona: historic perspective and critical review, 1900-1936. Documents d'Anàlisi Geogràfica, 2015, vol. 61, núm. 3, p. 461-482. http://dag.revista.uab.es/article/view/v61-n3-cocola-palou |
| | The city and the Spanish Civil War. The city as a target. The bombardments of the fascist aviation and the city’s passive defense (1936-1939) | |
| | Fieldtrip. Spanish Civil War Bomb Shelter | |
| | Midterm Review | |
| | Midterm exam | |
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| | Franco's Ghost. Franco's dictatorship legacy in present day Barcelona | Hancox, Dan (2016), The ghosts Spain tries to ignore. <i>The New York Times</i> https://www.nytimes.com/2016/12/08/opinion/the-ghosts-spain-tries-to-ignore.html |
| | The Global Projection of Barcelona. From the "Barcelona model" to the "Barcelona brand". Gentrification in Barcelona. | Jones, Esther (2016), The Barcelona Brand. <i>Metropolitan Barcelona</i> http://www.barcelona-metropolitan.com/features/a-sense-of-place-the-barcelona-brand/ |
| | Migration dynamics in Barcelona. | |
| | Immigration in Barcelona. Case study: El Raval - ON SITE CLASS | |
| | "Refugees welcome". Syrian refugees in Barcelona | |
| | 1992: Barcelona's "Olympic" transformation | Leafe, Michael (2017), Olympic Gold. <i>Barcelona Metropolitan</i> http://www.barcelona-metropolitan.com/features/sport/olympic-gold/ |
| | How Airbnb has changed the city. Barcelona and the controversy about the touristic explosion On site class in Sant Antoni | Roca Cristina (2017), Barcelona could die of success': Why a Spanish city is cracking down on tourism. <i>CBC News</i> http://www.cbc.ca/news/world/barcelona-tourism-1.4043864 |
| | Beyond "La Boquería". The role of public food markets in Barcelona | |
| | "Superblocks model" and Barcelona's "war" against cars. | Bausells, Marta (2016), Superblocks to the rescue: Barcelona's plan to give streets back to residents. <i>The Guardian</i> |

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| | | https://www.theguardian.com/cities/2016/may/17/superblocks-rescue-barcelona-spain-plan-give-streets-back-residents?CMP=share_btn_fb |
| | Oral Presentations | |
| | Oral Presentations | |
| | Review | |
| | Final Exam | |

**Number of sessions and order of assignments may vary depending on term.*

BIBLIOGRAPHY

Students will be provided with current newspaper articles, which will be used to discuss and reflect upon issues addressed in class.

Alcoberro, Agustí (2010) "The War of the Spanish Succession in the Catalan-Speaking Lands", *Catalan Historical Review*: 69-86.

http://revistes.iec.cat/index.php/CHR/article/viewFile/37024/pdf_49

Bausells, Marta (2016), Story of cities #13: Barcelona's unloved planner invents science of 'urbanisation', *The Guardian*

<https://www.theguardian.com/cities/2016/apr/01/story-cities-13-eixample-barcelona-ildefons-cerda-planner-urbanisation>

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Cócola Gant, Agustín (2013) The invention of the Barcelona Gothic Quarter, *Journal of Heritage Tourism*, 9:1, 18-34,



<https://www.tandfonline.com/doi/full/10.1080/1743873X.2013.815760?scroll=top&needAccess=true#metrics-content>

Hancox, Dan (2016), The ghosts Spain tries to ignore. *The New York Times*
<https://www.nytimes.com/2016/12/08/opinion/the-ghosts-spain-tries-to-ignore.html>

Jones, Esther (2016), The Barcelona Brand. *Metropolitan Barcelona*
<http://www.barcelona-metropolitan.com/features/a-sense-of-place-the-barcelona-brand/>

Leafe, Michael (2017), Olympic Gold. *Barcelona Metropolitan*
<http://www.barcelona-metropolitan.com/features/sport/olympic-gold/>

Minder, Rafael (2017), *The Struggle for Catalonia: Rebel Politics in Spain* (London: Hurst)

Roca Cristina (2017), Barcelona could die of success': Why a Spanish city is cracking down on tourism. *CBC News*
<http://www.cbc.ca/news/world/barcelona-tourism-1.4043864>

Ross, C., Richardson, B., Sangrador-Vegas, B. (2008). *Contemporary Spain*. London: Routledge.