



## CIEE Barcelona, Spain

<b>Course title:</b>	Past and Present in Barcelona (English)
<b>Course code:</b>	HIST 3002 BASP (ENG)
<b>Programs offering course:</b>	Business and Culture, Economics and Culture, Global Architecture and Design, Language and Culture
<b>Language of instruction:</b>	English
<b>U.S. semester credits:</b>	3.00
<b>Contact hours:</b>	45.00
<b>Term:</b>	Fall 2023

### Course Description

Barcelona is an attractive European and Mediterranean city known by its rich history and art heritage and by its welcoming attitude towards visitors. This course is an interdisciplinary approach to the history of the city from its foundation up to the present day. Course content includes history, politics and urban planning. Barcelona's historical development is analyzed using a wide range of visual and written material: from historical maps, photos, videos, documentaries, to historical documents, academic and literary texts. By means of frequent on-site classes, this course will scrutinize how current political and socio-economic phenomena (massive tourism, gentrification, the real state bubble, immigration, the heritage of Franco's fascist dictatorship, and the tense power relations between Catalonia and Spain) collectively shape the present-day reality of the city.

### Learning Objectives

By completing this course, students will:

- Analyze the main historical facts that have had an impact in the city of Barcelona.
- Compare and contrast Barcelona's main historical events by establishing cross-temporal connections between past and present.
- Distinguish and argue the main urban changes through maps, photos and other historical visual material.
- Examine the present-day reality of Barcelona by providing historical context.
- Develop oral presentations, written texts and reports with a solid historical perspective.

### Course Prerequisites

There are not prerequisites for this course.

### Methods of Instruction

The course is structured in both lectures and on-site classes. Lectures will be conducted by the professor using Power Point. 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.

On-site classes are field trips to museums or historical walking tours to places relevant to the course content. Field trips are essential parts of the course and all students are required to attend and write brief commentaries about them.

### Assessment and Final Grade

1.	Midterm Exam	20%
2.	Final Exam	25%
3.	Assignments	20%
4.	Oral Presentation	15%
5.	Class Participation	20%
	TOTAL	100%

### Course Requirements

#### **Midterm Exam**

Multiple choice questions, short answer questions and essay questions about the contents of the first part of the course.

## **Final Exam**

Multiple choice questions, short answer questions and essay questions about the contents of the entire course.

## **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.

## **Oral Presentation**

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.

## **Attendance**

To encourage engaged learning, regular class attendance is required throughout the program. This includes any required co-curricular class excursion or event, as well as internship, service-learning, or other required field placement.

An excused absence in a CIEE course will only be considered if approved by a CIEE Center Director/Academic Director (not the Instructor), and:

- it is a self-certified absence for illness (only once per course, requires formal request before or within 24 hours, cannot miss assessment worth more than 5% of final course grade)
- a doctor's note from a local medical professional is provided
- evidence of a family emergency is provided
- it is a pre-approved observance of religious holiday

Unexcused absences include personal travel and/or travel delays, as well as missing more than 25% of a single class period (including tardiness and early departure). Assessments missed due to unexcused absences will be marked as zero. Students with over 10% unexcused absences will be contacted by CIEE staff. Students with over 20% unexcused absences will be contacted by CIEE staff, receive a formal warning letter (shared with their home institution) and lose 10% of the final course point total (e.g., a final A grade of 93% will be lowered to a B grade of 83%).

For more detail, please consult your CIEE Academic Manual.

## **Academic Integrity**

Academic integrity is essential to a positive and inclusive teaching and learning environment. All students are expected to complete coursework responsibilities with fairness, respect, and honesty. Failure to do so by seeking unfair advantage over others or misrepresenting someone else's work as your own can result in grade penalties or disciplinary action. See the CIEE Student Academic Manual for further information on academic integrity.

***N.B. Course schedule and co-curriculars are subject to change. The final duration and distribution of content and assignments will be determined and presented to students at the onset of the course.***

## **Weekly Schedule**

## Week 1

Class: 1.1 Introduction to the course

"What do you know about Barcelona?"

Class: 1.2 "From 3 thousand to 1.6 Million inhabitants"

The origins of Barcelona. From the Roman city to the Global City.

Overview of the changing geography, demography and administrative divisions of Barcelona.

## Week 2

Class: 2.1 "Barcelona and Spanish Politics"

Power struggle between Catalonia and Spain. Towards and independent Catalonia?

Reading: Catalonia profile – Timeline. BBC News

[http://www.bbc.com/news/world-europe-20345073?](http://www.bbc.com/news/world-europe-20345073?intlink_from_url=http://www.bbc.com/news/topics/c0rep987p7rt/catalonia&link_location=live-reporting-story)

[intlink\\_from\\_url=http://www.bbc.com/news/topics/c0rep987p7rt/catalonia&link\\_location=live-reporting-story](http://www.bbc.com/news/topics/c0rep987p7rt/catalonia&link_location=live-reporting-story)

Minder, Rafael (2017), *The Struggle for Catalonia: Rebel Politics in Spain* (London: Hurst) Pages 21-33 [https://books.google.es/books?](https://books.google.es/books?id=SBSZAQAACAAJ&pg=PA21&hl=ca&source=gbs_toc_r&cad=3#v=onepage&q&f=false)

[id=SBSZAQAACAAJ&pg=PA21&hl=ca&source=gbs\\_toc\\_r&cad=3#v=onepage&q&f=false](https://books.google.es/books?id=SBSZAQAACAAJ&pg=PA21&hl=ca&source=gbs_toc_r&cad=3#v=onepage&q&f=false)

Class: 2.2 The Spanish War Succession and the siege of Barcelona

Reading: 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](http://revistes.iec.cat/index.php/CHR/article/viewFile/37024/pdf_49)

## Week 3

Class: 3.1 Beyond the city walls. Barcelona's Urban growth

The "Pla Cerdà" and the Eixample. Lecture and Walk.

Reading: 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>

Class: 3.2 A walk around Roman Barcelona and Medieval Barcelona

ON SITE CLASS

Written assignment 1

## Week 4

Class: 4.1 How the Universal Expositions of 1888 and 1929 transformed Barcelona

Class: 4.2 "Farselona" and the Gothic Quarter

The artificial "gothification" of Barcelona

Reading: Cocola-Gant, A (2014) *El Barrio Gótico de Barcelona. Planificación del pasado e imagen de marca*. Barcelona: Madroño (1st edition 2011). (pages 100 to 166)

[https://agustincocolagant.net/wp-content/uploads/2015/03/Barri\\_gotic.pdf](https://agustincocolagant.net/wp-content/uploads/2015/03/Barri_gotic.pdf)

## Week 5

Class: 5.1 The role of public food markets in Barcelona. Beyond "La Boquería"

ON SITE CLASS

Written assignment 2

Class: 5.2 Barcelona and the Second Spanish Republic (1931-1939)

**Week 6**

Class: 6.1 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)

Class: 6.2 Franco's Ghost

Franco's legacy in present day Barcelona

Reading: 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>

**Week 7**

Class: 7.1 Review

Class: 7.2 Midterm exam

**Week 8**

Class: 8.1 The Global Projection of Barcelona

From the "Barcelona model" to the "Barcelona brand"

Reading: Jones, Esther (2016), The Barcelona Brand. *Metropolitan Barcelona*

<http://www.barcelona-metropolitan.com/features/a-sense-of-place-the-barcelona-brand/>

Class: 8.2 Past and Present Immigration flows in Barcelona

Gentrifying Barcelona (1) El Raval - ON SITE CLASS

Written assignment 3

**Week 9**

Class: 9.1 Migrants and refugees in Barcelona

Class: 9.2 1992: Barcelona's "Olympic" urban transformation

Reading: Leafe, Michael (2017), Olympic Gold. *Barcelona Metropolitan*

<http://www.barcelona-metropolitan.com/features/sport/olympic-gold/>

**Week 10**

Class: 10.1 "Your selfies are rising our rents! Tourists go home!"

Barcelona and the controversy about the touristic explosion

Reading: 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>

Class: 10.2 Gentrifying Barcelona (2)

Exploring the 22@ district and the superblocks model. ON-SITE CLASS

Reading: Bausells, Marta (2016), Superblocks to the rescue: Barcelona's plan to give streets back to residents. *The Guardian*

[https://www.theguardian.com/cities/2016/may/17/superblocks-rescue-barcelona-spain-plan-give-streets-back-residents?CMP=share\\_btn\\_fb](https://www.theguardian.com/cities/2016/may/17/superblocks-rescue-barcelona-spain-plan-give-streets-back-residents?CMP=share_btn_fb)

Written assignment 4

### **Week 11**

Class: 11.1 Oral Presentations

Class: 11.2 Oral Presentations

### **Week 12**

Class: 12.1 Oral Presentations

Class: 12.2 Oral Presentations

### **Week 13**

Class: 13.1 Review

Class: 13.2 Final exam

## **Course Materials**

### **Readings**

Students will be provided with current newspaper articles (Barcelona-Metropolitan, The Guardian, The Economist, El País English edition, etc.), which will be used to discuss and reflect upon issues addressed in class.

Agustí, David (2014), The development of the feudal city. In: A brief history of Barcelona. Pp. 31-54 Comanegra

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](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>

Bausells, Marta (2016), Superblocks to the rescue: Barcelona's plan to give streets back to residents. The Guardian

[https://www.theguardian.com/cities/2016/may/17/superblocks-rescue-barcelona-spain-plan-give-streets-back-residents?CMP=share\\_btn\\_fb](https://www.theguardian.com/cities/2016/may/17/superblocks-rescue-barcelona-spain-plan-give-streets-back-residents?CMP=share_btn_fb)

Blanco-Romero, A., Blázquez-Salom, M., & Cànoves, G. (2018). Barcelona, Housing Rent Bubble in a Tourist City. Social Responses and Local Policies. *Sustainability*, 10(6), 2043.

<https://www.mdpi.com/2071-1050/10/6/2043>

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) Pages 21-33

[https://books.google.es/books?](https://books.google.es/books?id=SBSZAQAACAAJ&pg=PA21&hl=ca&source=gbs_toc_r&cad=3#v=onepage&q&f=false)

[id=SBSZAQAACAAJ&pg=PA21&hl=ca&source=gbs\\_toc\\_r&cad=3#v=onepage&q&f=false](https://books.google.es/books?id=SBSZAQAACAAJ&pg=PA21&hl=ca&source=gbs_toc_r&cad=3#v=onepage&q&f=false)

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>