



CIEE Barcelona, Spain

Course title:	Past and Present in Barcelona (English)
Course code:	HIST 3002 BASP (ENG)
Programs offering course:	Summer Modular Language and Culture
Language of instruction:	English
U.S. semester credits:	3.00
Contact hours:	45.00
Term:	Summer Session III 2025

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is analyzed using a wide range of visual and written material: from historical maps, photos, videos, documentaries, to historical documents, academic and literary texts.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 digital and tangible 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

CIEE promotes experiential learning that requires class attendance. Students should notify their instructor and CIEE academic staff of foreseen absences. Accommodations for missed classes, if any, will be determined by the course instructor and CIEE academic staff. Chronic absences may result in Withdrawal or Failure. Please see your Academic Manual for more details.

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 Class. Course description.

"Geography, demography, facts and figures". The origins of Barcelona. Ada Colau. Hancox, Dan (2016). "Is this the most radical mayor?" The Guardian.

Class: 1.2 Barcelona and Catalan/Spanish Politics

Minder, Rafael (2017), The Struggle for Catalonia: Rebel Politics in Spain (London: Hurst), 21-33.

Week 2

Class: 2.1 1714: The war of succession and the siege of Barcelona

On-site class: The Catalan Parliament. Beyond the city walls. Barcelona's Urban growth. The "Pla Cerdà" and the Eixample. Lecture and Walk.

Class: 2.2 Barcelona's unloved planner invents science of 'urbanisation'

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

Class: 2.3 Barcelona and the controversy about the touristic explosion

"Bye bye Barcelona" DOCUMENTARY. Universal Exhibitions 1888 and 1929 / Barcelona. Roca Cristina (2017), Barcelona could die of success: Why a Spanish city is cracking down on tourism. CBC News.

Class: 2.4 The city and the Spanish Civil War

The Abraham Lincoln Brigade (Americans in the Spanish Civil War). Research Papers. Brainstorming session

Week 3

Class: 3.1 The city and the Spanish Civil War (II) Turó de la Rovira.

Class: 3.2 Barcelona and Franco's Ghost. Franco's legacy

Hancox, Dan (2016), The ghosts Spain tries to ignore. The New York Times.

Class: 3.3 Gentrifying Barcelona (1) "Els Encants" A new-old market.

ON-SITE CLASS Hu, Winnie (2016) What New York Can Learn from Barcelona's 'Superblocks'. The New York Times.

Valerio, Pablo (2016) Superblocks, Barcelona Answer to Car-Centric City. Cities of the future.

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

Class: 3.4 Food culture and the transformation of local markets (lecture and on-site class)

Week 4

Class: 4.1 1992: Barcelona's "Olympic" urban transformation

The construction of a Global Image. The Global Projection of Barcelona: (Vicky Cristina Barcelona) (FILM). Leaf, Michael (2017), Olympic Gold. Barcelona Metropolitan.

Class: 4.2 Past and Present Immigration flows in Barcelona

Gentrifying Barcelona (2): El Raval. ON SITE CLASS.

Class: 4.3 Oral Presentations

Class: 4.4 Oral Presentations. Review.

Class: 4.5 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 on 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

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

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>