



SUFFOLK
UNIVERSITY
MADRID CAMPUS

SPAN 365/SPCS 365 M1 - SPANISH CITIES: AN ONGOING TRANSFORMATION

Instructor Information:

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Course Information:

Catalog Description: This course is designed to provide students with a basic knowledge of some Spanish cities from a cultural, economic, and social point of view. Special attention will be paid to Madrid, Barcelona, Bilbao, Málaga, Valencia and Avilés, and how these cities are reacting to gentrification, immigration, local movements, and sustainability. Thus, transforming from industrial to modern cities, from sunny touristic cities to cultural capitals, and from traditional metropolitan centers to young, vintage and gendered urban centers.

Instructor's Additional Course Description: Field trips and cultural visits are an essential part of this class, and some classes are held on site in the city of Madrid in order to perform comparative case studies among different socio-economic areas, public places, markets, etc, to be compared with other cities visited with the school. It is important to note that because of the nature of this course the syllabus is very flexible and there will be some day to day planning. This is a discussion based class so it is very important the students prepare the assignments and do the readings beforehand to ensure their participation. Assistance to every class and required activities is mandatory. It is necessary to complete the readings and required activities before class to ensure active participation in class discussions for that it is an important part of their grade.

This course is offered to students from different academic backgrounds under a multidisciplinary and comparative perspective.

Conducted in English, the course will be open to both non-majors in Spanish as well as to advanced-level Spanish majors and minors, with the latter carrying out their written work and individual meetings with the instructor in Spanish.

Prerequisites: Span 290 or Instructor's consent.

Credit Hours: 4

This course follows the US Federal Government's Credit Hour definition: "An amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutional established equivalence that reasonably approximates no less than:

- (1) One hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or
- (2) At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours."

For full up-to-date statement:

[https://cihe.neasc.org/sites/cihe.neasc.org/files/downloads/POLICIES/Pp111-Policy On Credits And Degrees.pdf](https://cihe.neasc.org/sites/cihe.neasc.org/files/downloads/POLICIES/Pp111-Policy%20On%20Credits%20And%20Degrees.pdf)

To complete this course, students will need to dedicate, at a minimum, the following amount of time to the listed activities:

Assignments/Activities	Engagement Estimate	Engagement Hours
Course Readings	2 hours x 15	30
Research news	1 hour x 15	15
Weekly Study Guide	3 hours x 15	45
Comparative Papers and Presentation	10 hours	10
Midterm Exam	8 hours	8
Research Outline	6 hours	6
Research Paper and Presentation	15 hours	15
Reference books reading	2 hours x 15	30
Class Attendance 3h x 15 weeks		45
TOTAL:		204 HOURS

Textbook/Course Materials:

- Cities of Europe: Changing Contexts, Local Arrangement and the Challenge to Urban Cohesion. Kazepov, Y. (kindle edition)
- The Blackwell City Reader, Bridge, G. and Watson, S. (eds.) rent option available from Amazon.
- Academic Articles online

Course Goals & Learning Objectives:

Upon successful completion of this course, students will know/understand:	Upon successful completion of this course, students will be able to:	How the student will be assessed on these learning outcomes:
<ul style="list-style-type: none"> • The history and transformation of the main Spanish cities. 	<ul style="list-style-type: none"> • Identify the most important neighborhoods: location, history, demographic, socioeconomic and cultural characteristics. • Relate the legacy of that history to the city's architecture & social life. 	<ul style="list-style-type: none"> • Weekly study guide, comparative essays, group and individual presentations. • Midterm • Final Research project
<ul style="list-style-type: none"> • Know recent issues and challenges those cities are facing in order to become global. • Compare the situation of Spanish cities to their European counterparts. 	<ul style="list-style-type: none"> • Analyze and argue about the most recent studies regarding cities transformation which will be implemented by their experience in Spain. 	<ul style="list-style-type: none"> • Oral presentations • Group discussions
<ul style="list-style-type: none"> • Understand the most important issues related to Spanish cities in order to become a global and the future challenges they face. 	<ul style="list-style-type: none"> • Discuss the city challenges for the future, including sustainability. 	<ul style="list-style-type: none"> • Write brief essays on topics assigned. • Research projects about a topic selected which must include interviews, visits and/or on-site observations.

Assignments/Exams/Papers/Projects:

Besides the observation of everyday life and the following of the news and the media, the students will be required to investigate different historical and sociological topics using reference books available at the library and other resources. Students will need to respond by writing a study guide about the topics being covered that week previous to the class meetings. Also, the students will need to write a comparative essay for three of the cities covered in class, considering their trips with Suffolk or on their own during the semester. A presentation on one of the city challenges will also be required.

Late assignments will only be accepted in the case of illness. Students missing class for other reasons must turn in their assignments by email on the due date.

There will be a midterm but no final exam for this class.

The final project should combine bibliographical and field research (journal, interviews, visits to associations, cultural centers or NGOs). The paper should have a minimum of 12 pages and the topic should be approved by the professor (note the proposal deadline). The last day of class students will present their final projects conclusions to the class. Please refer to the instructions on Blackboard for more details about the final project.

Grading/Evaluation:

Active class participation and preparation:	20%
Oral presentations (individual and group):	20%
Class assignments (study guide, comparative essay):	20%
Midterm exam:	20%
Final project (12+ pages):	20%

Course and Classroom Policies:

1. Most of class meeting are on site outside of Campus, students must arrive on time to the meeting place. In case there is an unforeseen circumstances and they will not be coming or will arrive late they must let the instructor know.
2. The class will end with enough time for the students to return to Campus for the next class.
3. Since this class meeting time is three hours and coincides with lunch hours, students may consider bringing a light lunch or snack to eat during recess.
4. Cell phones should be disconnected.
5. To facilitate access to museums students must avoid bringing backpacks. Also, they should bring their Suffolk ID and Residency card with them.

Participation/Attendance Policy:

The SUMC Student Handbook states the following:

Once a student is registered for a course, attendance at every meeting of every class is expected, including those held in the first week of the semester. A maximum of two unjustified absences is permitted. Each additional absence will cause the final course grade to be lowered by one-third of a letter grade, i.e., from A to A-; A- to B+; B+ to B, etc.

Excessive absences in a course will have a negative effect on the final grade. When a student is absent, the quality of his or her work in a course will deteriorate since material missed in class sessions can rarely be made up satisfactorily, even though the student remains responsible for that work.

Please note that even when a student has a justified reason for missing class, such as illness, the negative academic impact on learning will be the same as if the absence were for spurious reasons.

In this course, any absence due to illness should be justified by a note from the student's physician or other health professional confirming the day(s) on which the student was unable to attend class. A written excuse from a student's host parent or residence supervisor is also acceptable.

In the event that a class meeting is unexpectedly cancelled, students will be expected to continue with readings or other assignments as originally scheduled. Any assignments due or class activities (e.g., a quiz, exam or presentation) planned for such a cancelled class are due at the next class meeting unless other instructions are communicated.

There will be at least one mandatory night activity during the semester such as movie, theater play, concert or conference.

Disability Statement:

If you anticipate issues related to the format or requirements of this course, please meet with me. I would like us to discuss ways to ensure your full participation in my classroom.

If formal, disability-related accommodations are necessary, it is very important that you be registered with the Office of Disability Services (ODS) at the main Campus in Boston so that I am notified of your eligibility for reasonable accommodations. We can then plan how best to coordinate your accommodations. Check the ODS web site at www.suffolk.edu/disability for information on accommodations.

Student Resources:

SUMC provides a range of student services, both academic and personal. To learn more about course-related tutorials and academic workshops, refer to the SUMC Student Handbook, Section 2 "Academic Policies and Services". Section 5, "Living in Madrid", contains information on the medical and mental health resources, including an English-speaking therapist, available to you.

Midterm Review:

At midterm, around week 8, you will be given a midterm grade based on your progress to date and performance on assignments, oral presentation and midterm exam. Midterm grades of C- or below will be reported to the Madrid Campus Academic Standing Committee, with an explanation of what I believe has contributed to that grade: excessive absences, poor time management or study skills, lack of effort, difficulty with the course material or with writing or language skills, etc. The Academic Standing Committee or I may contact you to suggest strategies for addressing these difficulties. I strongly encourage you to visit me during my office hours so we may discuss how you can be successful in this class.

Academic Misconduct:

www.suffolk.edu/about/mission-history/policies-procedures/academic-misconduct-policy

Suffolk University expects all students to be responsible individuals with high standards of conduct. Students are expected to practice ethical behavior in all learning environments and scenarios, including classrooms and laboratories, internships and practica, and study groups and academic teams. Cheating, plagiarism, unauthorized collaboration, use of unauthorized electronic devices, self-plagiarism, fabrication or falsification of data, and other types of academic misconduct are treated as serious offenses that initiate a formal process of inquiry, one that may lead to disciplinary sanctions.

Student work will be thoroughly examined for academic integrity and may be scanned using plagiarism detection software. A faculty member suspecting academic misconduct will contact the student using the Suffolk email address to schedule a meeting and will make all effort to do so within five business days of detecting the incident. During the meeting, the faculty member will present the documentation that led to suspected academic misconduct. Resolution of the incident will be according to the procedures outlined in the SUMC Student Handbook.

Academic Grievances Policy:

www.suffolk.edu/student-life/student-services/student-handbook/university-policies-for-student-cas-sbs/grievances-academics

Course Schedule:

The schedule, policies, procedures, and assignments in this course are subject to change in the event of extenuating circumstances, by mutual agreement, and/or to ensure better student learning.

Class 1 I: Introduction to the course

The Main Trends of Change in European and Spanish Cities: Past and Future
Industrialization and its impact on urbanization
An analytical Framework for Understanding the Changing City

Class 2 Capitalism and the City: Globalization, Flexibility, and Indifference

Spanish Cities in a Globalized World
Spanish Majors: Documentary: Madrid (Spanish only)

Class 3 Madrid

The Old and the New: visit to local and touristic markets

Class 4 Metropolitan Development: Gentrification of Old Neighborhoods: Social Integration or Social Segregation?

Crisis and the City: Impact of the Economic Bubble

Class 5 Visit - The New "Barrios": Malasaña, Chueca, Justicia, Triball, Lavapiés

Spanish Majors: Film Chuecatown (Spanish only)

Class 6 The Spatial Impact of Ongoing Transformation Processes: the Dynamics of Social Exclusion and Neighborhood Decline

Citizen movements: 15-M
The right to the city: urban green spaces

Class 7 Review and MIDTERM

Class 8 Barcelona

Early Industrial Revolution and Middle Class
Burguesie and the "Ensanche"
"A Place in the World: Barcelona's Quest to become a Knowledge city"
The Barcelona Model: Reinventing the City
The city of Art & Design
From Sunny to Cultural

Class 9 Tourism and Local Movements

Urban Regeneration of Touristic Towns I: Valencia

Class 10 ***From Industrial to Artistic: Bilbao & Avilés***

Deep Transformation

Class 11 ***From touristic to cultural II: Andalusian Soul: Córdoba, Granada, Málaga, Seville.***

Present to class and turn in your Final Project Proposal and bibliography

Class 12 ***The Future of Spanish and European Cities***

From 19th Century Distasteful to 21st. Gourmet Empire

The New Challenges

1. Habitable city vs. Caotic megalopoly
2. Climatic change and sustainable city
3. *Welfare and city development in Spain*

Class 13 **FINAL PROJECTS ORAL PRESENTATIONS**

(written versions due)

There will not be a final exam.