AH/AT 32: Public Food Markets: Architecture and the City
Food Studies & Gastronomy

Description:

This course will consider public markets as they have related to the historically changing concept of "the city," including their role in shaping urban space, municipal politics and commercial structures. How has the experience of buying food products in Barcelona changed from the medieval period to the present day? In what ways has access to food been a central aspect of city planning and growth? Are changing food tastes and consumer habits shaped by architectural and urban design? This course will be of interest for students of art and architectural history, urban studies and city planning, urban geography, and cultural, social, and European history.

Beginning with the appearance of ephemeral market places on the outskirts of European medieval cities, we will trace the historic evolution of this typology, leading to proliferation of permanent iron-framed covered market halls in Europe throughout the 19th century, to the wide-spread abandonment of marketplace-systems of food retail in the early 20th century. We will continue through to the post-war period, when supermarkets on city peripheries became a norm, exasperating the physical decline of market halls throughout the West, as city centers become second-rate to new suburban developments. Paradoxically, in Spain, the restoration and construction of novel market halls flourished under the Franco dictatorship, and later came to play a prominent role in municipal politics and urban planning during the democratic era. We will end by discussing the specifics of Spanish market culture, mobilizing Barcelona as a case study with which to discuss the use of architecture in ‘district-oriented’ planning in the twenty-first century.

Simultaneously public space and the site of food retail, our understandings of the market hall can be expanded by contextualizing its relevance within the wider market-place; or, its integration within wider networks of distribution and exchange, from countryside to growing urban centers. From this broader perspective, we will consider market halls as paradigm of architectural, economic, social, political and urban ideas, by tracing how, as a typology, they have evolved within changing understandings of urbanism and city planning. Have architects merely responded to these changes, or have they participated in re-defining the role of the public market? How has food policy evolved alongside the changing structure of the market place? While access to food and commercial practices are an
integral aspect of urban life, how do markets also physically and socially anchor the towns or neighborhoods in which they are situated?

INSTRUCTOR: Hannah Rose Feniak

LANGUAGE OF PRESENTATION: English

METHOD OF PRESENTATION:

Class Presentations: Classes will begin with a brief (15-minute) presentation led by a different student each week. These presentations will be centered on the assigned reading for the week and the student leader should aim to cogently summarize the author’s argument, instigate discussion amongst the class, and answer any questions that their peers may have to the best of their ability. It is strongly suggested that the student presenting also familiarize themselves with the recommended reading for their week.

Class discussion: Class participation is an integral aspect of this course. As class discussions will be centered on the assigned readings listed on the syllabus, all students are responsible for familiarizing themselves with the assigned readings before arriving to each session on the date indicated by the syllabus. Familiarizing yourself with the readings means more than physically reading them; it requires that you come to class prepared to speak about and relate them to the material discussed in class.

Lecture: The instructor will deliver weekly lectures to provide historical background and case studies as a model for interpretive approaches.

Field studies: We will have two separate occasions to visit local marketplaces in Barcelona. These trips will begin with an on-site mini-lecture from the professor, providing brief cultural, historical and social background of the market, as well as explanations of structural and architectural details. We will first consider the urban context of the marketplace (its relationship to the ‘barrio’ or neighborhood), and then move to the interior to discuss the layout, available products, demographics of users. Students will be given time to explore for themselves, to try some of the foods and to speak with vendors, when possible. We will re-assemble as a group before the end of the visit to discuss observations and pose questions to one another.

Please note that a brief (one- to two-page) reading response will be due on each of these outings. The reading will be complementary to visit and should inform students’ thinking as they experience the site. On these days we will meet at a pre-established point in the city. Students should not go to our usual classroom on these days and should bring a physical, hard copy of their response to the site. We will meet rain or shine, so come prepared!

Seeking help: If you have questions or feel that you are struggling with class material and assignments, do not wait until the last minute to seek help from your instructor. You are encouraged to take advantage of the office hours listed on this syllabus, or to reach out via email to set up a specific time to meet.

COURSE REQUIREMENTS:

1. Reading Responses 5% (x2 = 10% total) A thoughtful one- to two-page reflection on the readings assigned on our two field study outings. Students should aim to distill the argument made by the assigned article or chapter, and to then cogently outline its key points. This exercise should be a tool for student to take a step back and think about what they have read and understood. Students must paraphrase the author’s ideas (i.e. restate them in your own words). Students should not include any quotations (citations) from the articles.
2. **Class Participation 15%** Students will be evaluated on the quantity and quality of their regular contributions to class conversations, which the professor will make note of throughout the semester.

3. **Reading Presentation 10%** To foster discussion, each student will be assigned a date to prepare a 15-minute presentation (including discussion) of one of the assigned readings. We will sign up and establish the presentation schedule on our second meeting of the semester.

4. **Midterm 20%** Your midterm exam will be divided into two sections. The first will be a series of brief answer questions, which will make reference to specific sites and concepts discussed in class. In the second half of the exam, students will respond to longer essay questions by incorporating material of their choice from both lecture and assigned readings as evidence to back up their argument.

5. **Presentation and Paper (4–5 pages) 15%** Each student will select a notable market hall (excluding case studies seen in class). This can be from any geographic region and any time period; however, students should be sure that there is sufficient information available about their chosen marketplace before finalizing their selection. They will then research the history of that market: who commissioned and designed the building; what stood on the site beforehand; what sorts of people used the market; and, how has its use and appearance changed since it was built. Students should not only demonstrate that they have grasped basic historical facts but should also engage in analysis of why the building looks the way it does and how that relates to its use and function within the city and historical moment.

   A precise outline of what is expected of students will be distributed early in the semester, during Session 10. Students should reflect on the outlined expectations and notify the instructor of their selected marketplace during Session 13. Students will write a 4- to 5-page paper presenting their findings and prepare a 10-minute presentation on their topic for their classmates (sessions 20-21).

6. **Final Take-home Exam 20%** The final exam will consist of 3 essay questions covering material from lecture, readings and class discussions. Students will select and respond to one of the three options. The response should be formatted as a 6- to 7-page essay, with a coherent argument underlying and uniting the introduction, body paragraphs, and conclusion. As with the midterm exam, students should plan to cite historical examples and concepts -from both lecture and the assigned readings- as evidence to support the thesis of their essay. Though the questions will focus on content from the second half of the semester, students are welcome to incorporate examples, when appropriate, from the first half of the course.

**Academic integrity:**
University policies concerning academic honesty/dishonesty will be strictly enforced. Plagiarism will not be tolerated under any circumstances. Any ideas or material borrowed from another source must be properly cited. If a student is unfamiliar with the exact definition of plagiarism, they should come speak to the instructor.

**Please note:**
All written assignments, apart from in-class exams, must be typed and double-spaced in 12-point font (no hand-written assignments). Students must submit hard copies of all assignments (electronic submissions will not be accepted). Extensions will not be granted; half a letter grade will automatically be deducted for each day late after the original deadline.

A passing grade in this course requires that all work is completed (presentations, reading responses, both exams). There will be no exception to this rule under any circumstance.
This is a discussion-heavy course, and, by extension, class attendance is integral to student’s success in the course. Participation grades will depend on an acceptable attendance record. Attendance is mandatory for all lecture classes, discussion classes, field studies, and examinations. Late arrivals are disruptive and unfair to other students, especially those giving the presentation for the day. Three late arrivals (of 5 minutes or more) will equal one absence. If you are more than twenty minutes late, you will be counted absent for the day. On a similar note, you are encouraged to remain in the classroom once the class begins; you should use the restroom before coming to class. If a student accrues more than three absences, half a letter grade will be deducted from their final grade for each subsequent absence.

The dates of tests are non-negotiable. A make-up test will only be offered if a student provides written medical documentation within 48 hours of the missed test.

By remaining enrolled in the course, you agree to the terms and conditions outlined this syllabus/contract. This means that you understand the dates and times that assignments and examinations are scheduled. These dates are firm; air travel should be booked accordingly.

LEARNING OUTCOMES:
By the end of the course, students are able to:
• Summarize the relationship between economic and urban growth in various European countries
• Analyze and differentiate between the role played by markets in distinct neighborhoods of Barcelona
• Identify historic factors that have contributed to the vibrant market culture in Spain today
• Describe architectural features and the relevance of the historic preservation of original market halls
• Evaluate the social and cultural value of market places, both historically and today
• Apply concepts learned in class to the context of their home city or country

Attendance Policy:
Attendance is mandatory for all classes, including course-related trips. Any exams, tests, presentations, or other work missed due to student absences can only be rescheduled in cases of documented medical or family emergencies. If a student misses more than three classes in any course 3 percentage points will be deducted from the final grade for every additional absence. Seven absences in any course will result in a failing grade.

CONTENT:

SESSION 1 Course Introduction
Required reading:

Recommended Reading:

SESSION 2 Medieval markets and urban life
Sign up for presentation day
Required reading:
Recommended reading:


SESSION 3

Ephemeral Places: From Barcino to Barcelona

Presentation One

Required reading:


Recommended reading:


SESSION 4

Early Modern European Market Architecture

Presentation Two

Required reading:


Recommended reading:


SESSION 5

Early Modern Spanish Marketplaces

Presentation Three

Required reading:


Recommended reading:


SESSION 6

Consolidation and Regulation of Space in Early Modern Europe

Presentation Four

Required reading:


Recommended reading:


SESSION 7 Industrialization and Integration: Networking Markets Presentation Five
Required reading:

Recommended reading:

SESSION 8 Social Engineering: Municipal Control and Urban Renovation Presentation Six
Required reading:

Recommended reading:

SESSION 9 FIELD STUDY Presentation Seven
Required reading:

SESSION 10 Spain’s Belated Adoption of Northern European Models Presentation Eight
Assignment for independent market analysis distributed today
Required reading:

Recommended reading:

SESSION 11 Barcelona: A New Market is Born Presentation Nine
Required reading:
Recommended reading:

SESSION 12
MIDTERM EXAM

SESSION 13
Presentation Ten
Erosion of Municipal Markets: Part I

Required reading:
- Donofrio, Gregory Alexander. “Feed the City,” Gastronomica, 7, no. 4 (Fall 2007), 30 - 41.

Recommended reading:

SESSION 14
Modernization Gap: The Spanish Case
Presentation Eleven

Required reading:

Recommended reading:

SESSION 15
Presentation Twelve
Erosion of Municipal Markets: Part II

Required reading:

Recommended reading:

SESSION 16
FIELD STUDY

RESPONSE DUE
Required reading:


SESSION 17  
Postwar Boom: A New Generation of Markets Under Franco  
Presentation Thirteen

Required reading:


Recommended reading:


SESSION 18  
Rallying for Historic Preservation, Reviving the City Center  
Presentation Fourteen

Required reading:


Recommended reading:


SESSION 19  
Late Arrival: Hypermarkets Come to Spain, Barcelona Responds  
Presentation Fifteen

Required reading:


Recommended Reading:


SESSION 20  
Student Paper Presentations and Discussion

PAPER DUE AFTER PRESENTATION

Recommended reading:


SESSION 21  
Student Paper Presentations and Discussion

PAPER DUE AFTER PRESENTATION

Recommended reading:

SESSION 22  
Globalized Locales  
Note: Each student must bring to class a well-formulated question for one of the assigned readings. Questions will be drawn from a hat to initiate discussions. 
Required reading: 
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Recommended reading: 

SESSION 23  
Markets as Urban Rebalancing Tools  
Note: Each student must bring to class a well-formulated question for one of the assigned readings. Questions will be drawn from a hat to initiate discussions. 
Recommended reading: 
Recommended reading: 
- Five-Part Series by David Roberts, “Barcelona’s radical plan to take back streets from cars.” Vox, April 9, 2019  

SESSION 24  
Final Conclusions  
Required reading: 
- Mackenzie, Annah. “Reflecting on Today’s Market Trends.” Project for Public Spaces, June 24- 2015. https://www.pps.org/article/market-trends. ***Students should take time to explore this website by clicking the hyper-links to suggested page. Familiarize yourselves with some of the ideas that this organization espouses. 
Recommended Reading:

FINAL TAKE HOME EXAM DUE

BIBLIOGRAPHY

Required Readings:


Donofrio, Gregory Alexander. “Feed the City,” Gastronomica, 7, no. 4 (Fall 2007), 30 - 41.


https://www.pps.org/article/market-trends


Nicolau-Nos, Roser and Josep Pujol-Andrea. “Urbanization and Dietary Change in Mediterranean Europe: Barcelona,


Recommended Readings:


Further reading:


Ayuntamiento de Madrid, Mercados de Madrid: labor realizada por el excelentísimo Ayuntamiento, Comisión Especial de Mercados. Sección de Cultura e Información, Madrid, 1944.


