**DESCRIPTION:** What do you know about Catalonia? Is Catalonia a nation? What makes Catalan people different? This course will provide you with the basic intercultural skills and necessary knowledge to be able to understand and live in the context of contemporary Catalan culture. We will address the main ideological and political difficulties of defining Catalan culture as separate from other cultures and communities in the Iberian Peninsula. Basic cultural items and components of Catalan culture (ranging from Barça football club and the ‘92 Olympics to newspaper materials and folk dances and performances) will be introduced to help you investigate this general question. The goal is to respond, through cultural and political investigation, as to whether Catalonia could be considered a differentiated nation or political community. This cultural and political debate will be presented through a variety of methods and activities designed to enhance cultural awareness and critical thinking. Catalan News reports will be compared across Catalan and Spanish Media Groups to gain a perspective of different visions of Catalan current affairs. To help students with their research, at the beginning of each class, basic Catalan vocabulary will be introduced in connection to the issues discussed.

**CREDITS:** 3 credits

**CONTACT HOURS:** 45 hours

**LANGUAGE OF INSTRUCTION:** English

**PREREQUISITES:** None. While there is no language or culture prerequisite for this course, knowledge of some Romance language (Catalan, Spanish, French, or Portuguese) may help students in their fieldwork.

**METHOD OF PRESENTATION:**
- **LECTURES:** Presentation of topics from Catalan history, political parties and subjects related to Catalan identity today combined with analysis of signs and vocabulary from different fields that characterize Catalan society today.
- **COURSE-RELATED TRIPS:** Visit locations in Barcelona to complete observations of basic behaviour patterns discussed or analyzed in class. We will visit museums and parts of the city of Barcelona.
- **READER:** General Cultural Studies will be introduced through readings as basic tools to evaluate and classify the Catalan case.
- **STUDENT PRESENTATIONS:** Personal research carried out on topics related to Catalan Political Parties and their values also using the Catalan press.
- **DEBATES:** Cross-cultural debates based on topics from readings and news from Catalan newspapers and real activities from Catalan life during the semester.
- **CLASS DISCUSSIONS:** Open and tolerant acceptance of students’ opinions and experiences to define and evaluate topics in a progressive learning way.
- **CASE STUDIES:** Work on concrete cultural, political or social events to define and analyze the case of Catalonia.
- **FILM AND VISUAL VIEWINGS:** Relevant Catalan documentaries and a Photo Database will be presented as base of discussion related to the Catalan world.

**REQUIRED WORK AND FORM OF ASSESSMENT:**
- **PARTICIPATION AND ASSIGNMENTS (10%):** This includes attendance, participation in class discussions, the forwarding of pertinent questions, familiarity with the reader texts to guarantee that students are familiar with the topics covered in class and their involvement in class activities and assignments. Be prepared when coming to class with books/articles and personal notes on the readings.
- **CLASS PRESENTATION (15%):** Students must give the rest of the class a 15 minute presentation on Catalan Political Parties assigned by the instructor.
- **FIELD STUDY JOURNAL (25%):** A compilation of Catalan materials from The Study Case course-related trips, Catalan Cultural activities or experiences (Catalan Folklore) and a collection of Catalan news will be collected in a Blog format including assignments writings and pictures with student’s personal comments.
- **MIDTERM EXAM (25%):** 3 or 4 short essay questions and 2 long essay questions based on course content.
• Final Exam (25%): Takehome exam. 3 or 4 short essays and 2 long essay questions based on course content.

LEARNING OUTCOMES:
By the end of the course students will be able to:
• Identify the variety of historical influences which have shaped present-day Catalan culture;
• Analyze the socio-cultural and political aspects – traditions, art, architecture, music, laws and habits – of contemporary Catalan society in the context of Spain and Europe;
• Demonstrate cross-cultural awareness and adaptation skills using students' own experiences.
• Explain the evolution of Catalan culture: values, concepts, traditions in the European case.
• Compare anthropological changes in minority cultures in today’s mass globalized world.
• Outline some key problems exemplified by Local Catalan culture within today’s global world.
• Explain key words and local symbology that define Catalan identity issues in the 20th and 21st Centuries.
• Analyze Catalan nationalism by comparing other regional nationalities in Europe.
• Compare Catalan political parties within European Political Reality.

ATTENDANCE POLICY:
Attendance is mandatory for all IES Abroad 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:

<table>
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<tr>
<th>Session</th>
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• Barberà, Frederic (2001); Catalan Culture and Politics: A hundred years of Solitude. Article in *Journal of Iberian and Latin American Studies, Vol. 7, No. 1.* (pp 85 – 90). 5pp  
| Session 4 | Activity: Words, objects and habits of Barcino and Tarraco inhabitants.  
|---|---|---|
| Session 10 | The origins of Catalan Culture through the shipyards of Barcelona. | • Burns, Robert I. The naughty canon of Catalonia and the sack friars: The dynamics of “passage” from monk to Mendicant.  
• Catholic Historical Review. Apr2008, Vol. 94 |
**Course-related trip.** Barcelona Shipyards. From the Mediterranean ocean to the Atlantic. Traders, cartographers and Language in Middle Ages.

**Session 11**
The Nation and the politics. The Catalan Case in Middle Ages. The Catalan Language.


**Session 12**
The Nation and the politics. The Catalan Case in Middle Ages. Economic and Political Power.


**Session 13**
The Nation and the politics. The Catalan Case. Economic and Political Power.
The beginning of Modernity. **Course-related trip.** The Guilds. Craftsmanship and artisans in La Ribera of Barcelona. Economy in Middle Ages. The End of a Nation. September 11th; 1714.

**Session 14**
Midterm Exam

**Session 15**
National Identity in Catalonia.


**Session 16**
A Nation without State. The Politics: Catalan Political Institutions within the Structure of the Spanish state (I). **Student Presentation.** Catalan Political Parties Today

- Requejo, Ferran (2010); Revealing the dark side of traditional democracies in plurinational societies: the case of Catalonia and the Spanish ‘Estado de las Autonomías’. Article in *Nations and Nationalism* 16 (1),
| Session 17 | A Nation without State. The Politics: Catalan Political Institutions within the Structure of the Spanish state (II). **Student Presentation.** Catalan Political Parties Today | Dowling, Andrew (2009); Autonomistes, Catalanistes and Independentistes: politics in contemporary Catalonia. Article in *International Journal of Iberian Studies* Volume 22 Number 3. (pp 185 – 200). 15pp |
• Maragall, Pasqual; (2004). Governing Barcelona (article) in *Transforming Barcelona* (Chapter 4). Routledge Ed. (pp. 65 – 91). 26pp
| Session 22 | Building Identities. The People: The "typical" Catalan person. **Students' pictures.** Student’s perspective of the typical Catalan symbols. | |
• Cardús i Ros, Salvador (2005); Reflections on the bi-cultural experience, immigration, and national identity in Catalonia. Article in *International Journal of Iberian Studies* Volume 18 Number 1. (pp 37 – 44). 7pp |
| Session 24 | Journal presentations. | |
Final Exam

REQUIRED READINGS:

- Cardús i Ros, Salvador (2005); Reflections on the bi-cultural experience, immigration, and national identity in Catalonia. Article in International Journal of Iberian Studies Volume 18 Number 1. (pp 37 – 44). 7pp
- Dowling, Andrew (2009); Autonomistes, Catalanistes and Independentistes: politics in contemporary Catalonia. Article in International Journal of Iberian Studies Volume 22 Number 3. (pp 185 – 200). 15pp
- http://www.george-orwell.org/Homage_to_Catalonia
- Orwell, George (1938) *Homage to Catalonia*. Chapter 1.
- Requejo, Ferran (2010); Revealing the dark side of traditional

**RECOMMENDED READINGS:**
- Capmany, Maria Aurelia. 1990 *¿Qué diablos es Catalunya?* Ediciones Temas de Hoy. Madrid