

### Request for Curriculum Council Action

TO: Zahia Drici, Associate Dean of Curriculum

DATE SUBMITTED: 9/03/09

(Please submit 14 double-sided copies of your proposal)

FROM: (Name) Kevin Strandberg

(Department) School of Art

1. Proposed Action (Please check all that apply):

5

6

4

	Title	Number	Units
<input type="checkbox"/>	New Course (No Gen Ed)	/	/
<input type="checkbox"/>	New Course (Gen Ed)	/	/
<input checked="" type="checkbox"/>	Gen Ed for Existing Course:		
	<u>The Art and Architecture of Barcelona</u>	<u>Art 275</u>	<u>1</u>
<input type="checkbox"/>	Deletion	/	/
<input checked="" type="checkbox"/>	Change title from		
	<u>The Art and Architecture of Narcelona</u>	/	/
	to		
	<u>Urban Photography in Barcelona</u>	/	/
<input type="checkbox"/>	Change number from		
	<u>Art 275</u>	/	/
	to		
	<u>Art 245</u>	/	/
<input checked="" type="checkbox"/>	May Term Course	/	/
<input type="checkbox"/>	New Major/Minor		
<input type="checkbox"/>	Revised Major/Minor		
<input type="checkbox"/>	Other	/	/

2a. Please check the category, if any, for which you are requesting General Education unit credit:

- |   |  |  |
|---|--|--|
| <input type="checkbox"/> Analysis of Values               | <input type="checkbox"/> Gateway Colloquium      | <input type="checkbox"/> Life Science Lab        |
| <input checked="" type="checkbox"/> The Arts              | <input type="checkbox"/> Intellectual Traditions | <input type="checkbox"/> Physical Science Issues |
| <input type="checkbox"/> Contemporary Social Institutions | <input type="checkbox"/> Literature              | <input type="checkbox"/> Physical Science Lab    |
| <input type="checkbox"/> Cultural and Historical Change   | <input type="checkbox"/> Second Language         | <input type="checkbox"/> Physical Education      |
| <input type="checkbox"/> Formal Reasoning                 | <input type="checkbox"/> Life Science Issues     | <input type="checkbox"/> Fitness                 |

2b. Please check the flag(s), if any, you are seeking:

- Writing Intensive       Global Diversity       U.S. Diversity

3. Please insert here the proposed catalog course description. Course descriptions should be limited to no more than 50 words, not counting (a) title; (b) prerequisites; (c) General Education category; and (d) when offered.

SEE ATTACHED

Over >

Urban Photography in Barcelona  
Art 245

The students in this course will live in the gothic barrio of Barcelona, the capital of the Spanish province of Catalunya. As they get to know their neighborhood, they will be keeping a journal and recording their observations with a digital camera. Visits to museums and modernist architectural sites, plus a series of city-wide shooting assignments will help the students become familiar with the other, very diverse barrios that make up this fascinating city. Learning the extensive public transit system will be necessary to the completion of their coursework. Beyond learning the city plan and the transit system, the students will learn first hand about traditional and modern Catalan cuisine and about many other facets of daily life in Barcelona. The final project for the course is a portfolio of documentary photographs plus a written document comparing Catalan culture with their own American culture.

Offered alternate May Term  
Beginning May Term 2010

4. Please list any prerequisites: none

5. When will this course first be offered? May Term 2010

6. Please indicate how often course is offered. *Check only the single item that best describes this course. Because these are the only intervals used in the University Catalog, please do not edit or alter the list to fit a particular course. For example, if your course is offered every third year—an interval that does not appear in the Catalog—you might choose "Offered as needed" or "Offered occasionally" instead.*

- |  |  |
|--|--|
| <input type="checkbox"/> Offered each semester                 | <input type="checkbox"/> Offered in alternate years, Spring              |
| <input type="checkbox"/> Offered each Fall Term                | <input checked="" type="checkbox"/> Offered in alternate years, May Term |
| <input type="checkbox"/> Offered each spring                   | <input type="checkbox"/> Offered annually                                |
| <input type="checkbox"/> Offered each May Term                 | <input type="checkbox"/> Offered every third semester                    |
| <input type="checkbox"/> Offered each semester and May Term    | <input type="checkbox"/> Offered as needed                               |
| <input type="checkbox"/> Offered occasionally                  | <input type="checkbox"/> Offered on request                              |
| <input type="checkbox"/> Offered in alternate years            | <input type="checkbox"/> Offered by arrangement                          |
| <input type="checkbox"/> Offered in alternate years, Fall Term |  |

7. Is/are any other department(s) affected in any way by this request (e.g., course is cross-listed, team-taught, etc.)?

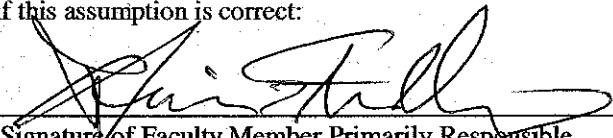
- No.  Yes. In what way?

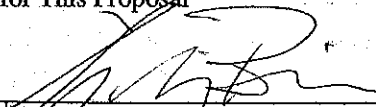
\_\_\_\_\_  
Signature of the Head(s) of the Affected Department(s), School(s) or Program(s)

8. **WRITTEN RATIONALES:** If this proposal presents a new course (whether for General Education credit or not), an existing course for which General Education credit is now being sought, a May Term course, or a new major, minor or concentration, please attach a written rationale, following the guidelines found in the *Curriculum Development Handbook*. Please note that CC cannot evaluate incomplete proposals, so to expedite consideration of your submission, you are encouraged to read and follow the guidelines carefully.

*SEE ATTACHED*

9. The Curriculum Council assumes that the faculty members of your department have seen and approved of this request. Please sign below if this assumption is correct:

  
\_\_\_\_\_  
Signature of Faculty Member Primarily Responsible for This Proposal

  
\_\_\_\_\_  
Signature of the Head of the Department, School or Program

Rationale for Gen Ed credit for Art 245  
Urban Documentary Photography in Barcelona

On the day following the death of Generalissimo Francisco Franco, Catalan once more became the national language of the city of Barcelona and the province of Catalunya. The yellow and red striated Catalan flag was raised and the population was able to openly sing the Catalan national anthem and dance the national dance-- the Sardana. The Catalan culture was strong enough to withstand decades of violent oppression. It is this culture that the students of this travel course will be experiencing, examining, and documenting. To assist me on this course I have Mauricio Parra, who was a student at the University of Barcelona, both before and after the death of Franco. Sonia Marin, the lecturer for our five guided tours, is a native Catalana whose father was a political dissident imprisoned by Franco in the notorious Castell de Montjuic. For two weeks we will be experiencing daily life in a neighborhood, El Born, in the old city. During our stay in Barcelona, we will be visiting museums and modernist architectural sites, and experiencing both traditional and modern Catalan cuisine. In addition to maintaining a daily journal, the students will produce a document consisting of photographs and a written comparison between their concept of American culture and Catalan culture. This is an evolved version of a travel course that has been offered three times previously. For this and for subsequent offerings of the course, I am requesting Gen-Ed credit in the Arts, and a Global Diversity Flag.

#### The Arts

As with the previous versions of this course (offered under the experimental course number Art 275), this photography travel experience will satisfy all of the stated requirements for any course that carries a GenEd credit in the Arts. This is a hands-on photography course with a selection of visits to sites that feature collections of ancient through modern art. The first three days of the course will be spent at IWU, where the students will receive instruction on photographic methods and history, as well as an orientation to the Barcelona city plan and the transit system, plus some basic Spanish and Catalan instruction. In the spring semester I am assigning selected readings from the required text, Robert Hughes' "Barcelona". While in Catalunya we will be visiting the Museu de la Història de la Ciutat, the Museu Picasso, the Fundacio Miro, Museu Dali, MACBA, and the Museu del Arte Moderna. At most of these locations, there are walking guides and/or recorded lectures via headphones to explain the development of the artist's work in each collection. In addition there will be visits to Modernist architectural sites including a walking tour of the Sagrada Familia. This cathedral is in the last stages of completion, and visitors can walk through the construction site and watch the cast concrete components and the ceramic mosaics being created by resident craftsmen. There are also guided walking tours through the old and new city with specific attention given to the symbolic meaning assigned to various sculptural adornments of the Gothic structures.

The students will complete a portfolio of photographs that documents their exploration the city and it's environs. Along with this photographic record they will maintain a daily written journal. Besides serving to explain the significance of the portfolio photographs,

this journal will describe interactions and observations where no photographic recording was possible. A written cultural comparison is also part of the final project. The nature of the photographs will vary per student, just as they do during a regular photography course. Some of the compositions will be purely visual, while others will refer to some sort of extended narrative that would be a part of their journal and eventually part of the final written cultural comparison.

There are a series of assignments that will, first of all, help the participants to become familiar with their neighborhood and the transit system. More importantly, the completion of these assignments will take them to locales within the city that are rich in visual texture. For example, one assignment is to find the only tiny plaza that still visually bears the scars of the Spanish Civil War—Placa San Felip Neri. In order to find this plaza, they will have to wend their way through a veritable rabbit warren of narrow streets. Even with a map and a guidebook, they will still have to ask someone for directions.

These assignments will force the photographers to record close up details as well as wide vistas. They will force the students to examine the visual structures around them as well as how people interact with these visual structures.

#### Encountering Global Diversity flag.

The travel component of this course is a true immersion into daily life in Barcelona. In lieu of staying in a tourist hotel, the students will be staying in an apartment building in one of the oldest neighborhoods in the city. These modern, furnished apartments are also equipped with a kitchen. In two weeks time the students will become very familiar with their barrio and eventually they will be able to find their way around the rest of the city. Although there are a few scheduled formal group meals, and there will be informal meals with smaller sub-groups of the students, the participants will have to buy groceries and other goods at small shops in the neighborhood. They will have to take their clothes to the local lavandería to be washed. We will not be holding anyone's hand on this trip. The students will have to use public transportation or walk to get to the museums and historical sites and to the shooting sites. We start the process on the first day in the city. Our initial assignment is to put together a picnic lunch. We will be arriving in Barcelona early and we will be ready to face the day by mid-morning. Before the beginning of the afternoon siesta each student (after some coaching) will have to go to the neighborhood panadería for bread, the charcutería, for sandwich meat, the formatgeria for cheese, and the small "supermarket" for chips and a drink. Right from the start, the vegetarian issue will also have to be addressed (a perennial problem for some students): In order to make the purchase, each student will have to interact with the shopkeeper directly. Because of the multi-cultural population of El Born, Spanish, Catalan, French, Italian, English, and even German are common languages for communication. We will then enjoy our first meal in Barcelona under the trees in the nearby Parc de la Ciutatella.

With only a few exceptions, the students will have a daily tour or a site visit that will occupy a portion of the morning or the afternoon. The rest of each day will be spent doing individual (The students are under a buddy system mandate.) exploration. As the trip progresses, the students will expand their daily range to even include the suburbs of the city. I have a list of sites featuring lesser-known modernist buildings or other photo

worthy subjects and locales—a sort of photographic “scavenger hunt”. Each participant will have a two-week transit pass and will carry copy of either, “Time Out Barcelona” or “Lonely Planet Barcelona” in addition to a “Smart Map, Barcelona”. In order to complete the course requirements, they will have to learn the metro, and bus systems. The printed guidebooks and maps will give them transit options. We have three scheduled day trips; two using the Renfe rail system, and only one tour bus excursion to a location well outside of the city that cannot be accessed easily by public transportation.

Our guided walking/transit tours will cover the ancient Roman beginnings of the city, the medieval city including the Jewish ghetto, and the modernist architectural works of Antoni Gaudi i Cornet, Josep Puig i Cadafalch, and Lluís Domènech i Montaner. Our final tour will bring us out of the old barrió and into the modern city known as the Eixample. Here we will be able to experience the unique city plan designed by Ildefons Cerda, a member of a utopian society called the Icarians. This tour will also include a visit to the Museu del Arte Contemporáneo, plus a side visit to Fundació Tapies, a museum/art library that houses a comprehensive collection of the Catalan abstract expressionist painter Antoni Tapies. Our walking tour guide, Sonia Marin, is a font of knowledge and I learn things about Barcelona and the Catalan culture every time she lectures. For example on the last trip she lectured on the construction of our neighborhood Catalan Gothic cathedral, Santa Maria del Mar—the church of the dockworkers. I was amazed to find out that each stone block used to construct the outer church walls was carried on the back of a pious longshoreman five miles through the city from the quarry on nearby Montjuïc.

Local cuisine is at the heart of every social interaction in every culture. Barcelona is the epicenter of a culinary revolution called “molecular gastronomy”. We will have one group meal that features this modern trend in food. The province of Catalunya has a resident cuisine that has been developed over centuries. The students will have several group meals in hand picked restaurants, which feature true Catalan traditional cuisine. Our one bus tour is to the Codorniu winery in the town of San Sadurn D’Anoia. This complex of modernist buildings, designed by Josep Puig i Cadafalch, is considered to be a national Catalan treasure. We will finish the excursion with an outdoor “Costillo de buey” – the Catalan version of a Latin American barbecue (or parilla). I have a few assignments, which involve having a meal or coffee at very special neighborhood meeting places. Descriptions of interactions and observations are required entries in the journal

One of these food related assignments, designed to give each student a direct experience with native Catalanes, is an early (and inexpensive) dinner at a restaurant called Cal Pep. Every neighborhood has a culinary meeting place and Cal Pep is the nexus of El Born. This tiny, raucous restaurant has a continuous line of customers stretching for a block from 1:00 PM to 10:00 PM. After you finally get into the restaurant, you stand behind a diner sitting at the counter. The team of servers at the counter laughs and jokes, but they are very observant and they know who is next in line. They point at you and offer you a seat when a diner leaves. The menu is written on a chalkboard and features only true Catalan dishes—such as; fried seafood, bread with tomato and garlic, white sausage and beans, calves cheek stew with garbanzos, and red pepper and onion salad. What is, at first, a daunting experience, ends up being fun. The

mob of people waiting to be served is excited and chatty, and the counter guys are very kind and helpful.

The nexus of the neighborhood of the Boqueria market is a small coffee and breakfast bar called Pinotxo (Pinocchio) Bar. At least once during our time in Barcelona, each student has to sit at this counter at the entrance of the market and enjoy a beverage while watching all of Barcelona stop by for a quick café con leche and an animated verbal exchange with the owner, Juanito. He is a friend to everyone and his gregariousness takes the awkwardness out of any conversation-- even when you can't speak Catalan or Spanish very well. It is the perfect spot to watch the workday begin in the heart of the old city. Bar Pinotxo is where we will "wake up" on the day of our cooking class.

Midway through the trip the students will spend most of one day preparing an extravagant tapas meal in the commercial kitchen/dining hall of a company called "Cook and Taste Barcelona". The students will spend the morning in the vast Boqueria market purchasing ingredients of their choice, purchased directly from the vendors. This chaotic market features freshly caught seafood, salted meats, exotic fresh meat and game, as well as many fruits and vegetables from around the world that the students probably have never seen before. They will then assemble at Cook and Taste Barcelona's kitchen where they will prepare tapas that everyone will share in our group meal in their dining room.

The culture of Catalunya is as different from Midwestern American culture as it possible could be. Even the most casual of observations reveals that there are fundamental cultural differences. For example, using only a visual comparison, most Americans are, unfortunately, much heavier than most Catalanes. Is it because they walk everywhere? Is it their diet? Could it be the relaxed three-hour lunch that they enjoy every day? In our neighborhood, El Born, octogenarians, small kids and young business people all coexist and cordially interact as the day unfolds. What does this say about the Catalan family structure and their attitudes about maturity and experience? Barcelona has had an unqualified acceptance of the gay lifestyle since the death of Franco--more so than in any culture that I have yet experienced. What does this say about tolerance within Catalan culture in comparison to our own? How will the explorations, the interactions and the photographic documentation completed by my students significantly cause them to examine their own culture in comparison with another, very different culture? It is my hope that this experience will have a profound and positive effect on every participant in the course. The course is not about passive observation and analysis. This course is designed to force direct interactions with citizens of a foreign land. Before we arrive the rules of social interaction will be explained and the conclusions drawn from these interactions will be documented in their written journal, their photographs and in their formal cultural comparison.

## Assessment

I have re-tooled this travel course twice since it was first offered in 2003. It has been offered three times as Art 275, which is our experimental course number. It has had GenEd credit in the Arts since then and I have been confident that it has satisfied those stated requirements. I am now requesting an, "Encountering Global Diversity" flag for the next offering of this travel course. I am very interested in assessing the effectiveness of this enhanced curriculum regarding this new designation. The journal entries, the documentary photographs, and the final papers should generally give me an indication of how significant their experience was in a very foreign environment-- especially regarding their interactions with members of the population of the city. I also plan to add a couple questions to the final student evaluation. One question will deal with the student's personal effectiveness in learning how to navigate in unfamiliar geography. I would also like to ask each student to give me an example of how a specific face-to-face encounter with a resident of Barcelona was significant to the experience as a whole. The significance could, of course, be regarding either a positive or a negative experience.