

Syllabus: INTA 3303A & MGT 4803R1

Political Economy of Development Spain and Portugal: Branding, Tourism & Sustainability

INTA 3303a & MGT 4803R2

Summer 2026

Instructor Information

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General Course Information

Description

Since joining the European Union in 1986, Portugal and Spain have experienced a spectacular economic transformation. Once the sleepy economies of Europe, Portugal and Spain have been among the economic and business miracles over the past 4 decades, with booms and busts. The recent economic crisis has exposed challenges to national development policy and highlighted the importance of local development of value-added economic activity. In recent years, Portugal and Spain have rode the mass tourism wave to unprecedented levels, boosting employment and economic activity while stressing the economic lives of locals due to rapid inflation in housing and services.

Local branding, street level culture, public art including graffiti and street art, food, tourism, fashion, film, clothing, style etc. This of course leads to a series of dilemmas facing Lisbon, Barcelona, Valencia, and other cities: How do you balance tourism and participation in local culture with the authenticity of those activities and the quality of life (and prices) for locals? How do you integrate sustainability and ensure positive impacts on the local community? How do you mitigate and adapt to environmental, economic, and social impacts from increased tourism, fossil fuel prices, waste loads, water pollution, desertification, rural village abandonment, and increased heat from global climate change?

The purpose of this course is to examine layers of development, from the city, to the region, to the country, to the EU, and the world. How do cities such as Barcelona, Lisbon, Madrid, and Valencia create innovative economies and ensure sustainable development? How does the European project with Erasmus, Shengen, the Euro, budget, and constraints shape economic development and economic vitality? How are European cities addressing climate vulnerabilities, and how are they mitigating and adapting to climate change?

We will examine these questions in each of 4 major European cities through site visits, lectures, readings, and your work on an individual op-ed of a quality that can be published. Activities by Observatorio Político in Lisbon, architects in Barcelona, and others will enhance the course.

This course will use art, food, culture, natural resource management, urban planning, tourism planning/implementation, and soccer to explore these manifestations of regional and local culture and the employment of those elements to create city and regional brands, economic development, and value-added employment.

All of these cities on our travels face the dilemma of increased tourism and its impacts on communities. On the one hand, tourism brings dynamism, jobs, branding for other goods, foreign exchange, modernity, etc. On the other hand, it has significant impacts on the land, people, and the economy with increased burdens on natural resources and infrastructure, such as energy, water, agriculture. It often leads to unaffordable rents, crowds, and a falsification of culture and resentment from local residents. In particular, mass cruise tourism is identified as a major source of distortion of the local and of identity.

Football, architecture, art, music, food, universities, museums, street art, music, and now sustainability and climate planning comprise the local brand competing for investment, tourism, quality of life, street level culture, and more. This course will explore these phenomena through lectures, readings, and field trips, and how they compare among the different countries and cultures.

Core Impacts:

This is a Core IMPACTS course that is part of the Social Sciences area.

Core IMPACTS refers to the core curriculum, which provides students with essential knowledge in foundational academic areas. This course will help master course content, and support students' broad academic and career goals.

This course should direct students toward a broad Orienting Question:

- How do I understand human experiences and connections?

Completion of this course should enable students to meet the following Learning Outcomes:

- Students will effectively analyze the complexity of human behavior, and how historical, economic, political, social or geographic relationships develop, persist or change.

Course content, activities and exercises in this course should help students develop the following Career-Ready Competencies:

- Intercultural Competence
- Perspective-Taking
- Persuasion

Course Learning Outcomes

Students will demonstrate an understanding of the challenges and opportunities of mass tourism for Spain

and Portugal, the flashpoints, and debates.

Student will demonstrate the ability to describe the global social, political, and economic forces that influence social behavior.

Students will demonstrate an ability to produce analytical blogs on the promises and tradeoffs of tourism economies.

Students will understand the role of cities in enhancing sustainability and improving the quality of lives of the inhabitants.

Required Course Materials

All reading materials will be provided as Title II compliant documents in FILES.

Please familiarize yourselves with:

Valencia:

1. Missions València: <https://www.missionsvalencia.eu/?lang=en>
2. Urban strategy 2030: <https://estrategiaurbanavlc2030.es/en/>
3. València Green Plan: <https://plaverdvalencia.com/es/inicio/>
4. Sustainable Mobility Urban Plan: <https://www.valencia.es/cas/movilidad/inicio/-/content/inicio-3?uid=13E8AC560711B1ADC1257C5B0041648A>
5. Sustainable projects that have been funded with Next Generation EU: <https://www.valencia.es/cas/next-generation/proyectos> .

Videos:

<https://explorepartsunknown.com/play/return-to-catalunya/> Dilemma of tourism in Barcelona

Grading Policy

| Component | Weight |
|---|---------------|
| Participation | 30% |
| 6 Personal blogs/response papers on engagement with tourism, branding, sustainability | 30% |
| Final exam | 40% |

Grade Scale: A > 90; B > 80; C > 70; D > 60

Assignments

| | |
|--|-----------|
| 6 personal analytical blogs combining your experience with research | 30 |
| Participation | 30 |
| Final | 40 |

Description of Graded Components

The exams are in class and closed book and notes. This is largely a research class with two assignments.

1. I invite you to open a travel blog, where you upload your thoughtful and analytical essays (with photos/images) exploring city/country branding, mass tourism, sustainability, and development. Each blog must be analytical and not merely descriptive. Photos/images are useful. You will produce six blogs/on diverse topics on diverse topics dealing directly with these complex issues. 3 of these are due by June 10th.

Course Policies

Screens

There will be no screens of any type allowed in class. If you need to check your phone or use your laptop, you **MUST** exit class. Evidence has demonstrated that screen usage in class is like second-hand smoke to those near and behind an active screen and leads to lower performance for all.

Attendance and/or Participation

Attendance/participation make up 25% of our grade. You are not allowed to miss class or scheduled class activities without a compelling reason related to health or a family emergency. Fair warning: jet lag does not count. Tired from a night of partying or coughing from lack of sleep do not count. If you do miss class for any other reason, your grade will be lowered. You are required to stay with the group during activities and pay attention to the guides/instructors/etc. Asking questions to guest speakers and others also helps with you participation grade.

Academic Integrity

Georgia Tech aims to cultivate a community based on trust, academic integrity, and honor. Students are expected to act according to the highest ethical standards. Review Georgia Tech's Honor Code and the student Code of Conduct.

Any student suspected of cheating or plagiarism on a quiz, exam, or assignment will be reported to the Office of Student Integrity, who will investigate the incident and identify the appropriate penalty for violations.

Plagiarizing is defined by Webster's as "to steal and pass off (the ideas or words of another) as one's own: use (another's production) without crediting the source."

If caught plagiarizing, you will be dealt with according to the GT Academic Honor Code. **USING AI WITHOUT PROPER CITATION IS PLAGIARIZING. IF YOU USE AI WITHOUT PROPER CITATION, YOU WILL BE HANDLED BY THE DEAN OF STUDENTS.** If you use AI and it is "invented or false AI garbage," your grade will be adjusted. AI is wrong a lot.

Accommodations for Students with Disabilities

If you are a student with learning needs that require special accommodation, contact the Office of Disability Services (404-894-2563) as soon as possible to make an appointment to discuss your special needs and to obtain an accommodations letter. Please also e-mail me as soon as possible in order to set up a time to discuss your learning needs.

Student-Faculty Expectations Agreement

At Georgia Tech, we believe that it is important to strive for an atmosphere of mutual respect, acknowledgement, and responsibility between faculty members and the student body. The Student-Faculty Expectations articulate some basic expectations that you can have of me and that I have of you. In the end, simple respect for knowledge, hard work, and cordial interactions will help build the environment we seek. Therefore, I encourage you to remain committed to the ideals of Georgia Tech while in this class.

Pre- &/or Co-Requisites

None

Collaboration, Group Work, and Use of Generative AI

Blogs/response papers are to be your own work, written by you and not AI! Exams are to be your own work. All in-class exams will be closed book and notes.

Extensions, Late Assignments, & Re-Scheduled/Missed Exams

Late discussion questions will be penalized accordingly. Make-up exams are given for illness, approved Institute activities or religious observances.