

Term Information

Effective Term Summer 2026

General Information

Course Bulletin Listing/Subject Area	Comparative Studies
Fiscal Unit/Academic Org	Comparative Studies - D0518
College/Academic Group	Arts and Sciences
Level/Career	Undergraduate
Course Number/Catalog	4456
Course Title	Lived Infrastructures: A Field School in Lisbon
Transcript Abbreviation	Global May Lisbon
Course Description	This interdisciplinary field school explores the social and political life of infrastructure in postcolonial Lisbon. Students will investigate how the built environment shapes and is shaped by lived experiences of race, gender, class, disability, and migration and their deep histories.
Semester Credit Hours/Units	Fixed: 3

Offering Information

Length Of Course	4 Week
Flexibly Scheduled Course	Never
Does any section of this course have a distance education component?	No
Grading Basis	Letter Grade
Repeatable	No
Course Components	Seminar
Grade Roster Component	Seminar
Credit Available by Exam	No
Admission Condition Course	No
Off Campus	Sometimes
Campus of Offering	Columbus, Lima, Mansfield, Marion, Newark, Wooster

Prerequisites and Exclusions

Prerequisites/Corequisites	Prereq: English 1110.xx or equiv, or GE foundation writing and info literacy course; and Soph, Jr, or Sr standing; permission of instructor.
Exclusions	
Electronically Enforced	Yes

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code	24.0199
Subsidy Level	General Studies Course
Intended Rank	Sophomore, Junior, Senior

Requirement/Elective Designation

Lived Environments

The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes

- Critically analyze infrastructures as dynamic sites where social and political relations are shaped and contested, drawing on interdisciplinary theories and ethnographic evidence.
- Integrate experiential research methods such as site-based observation, collaborative fieldwork, and reflective writing with academic frameworks to examine the entanglements of environment, power, and identity.
- Explore the built environment of postcolonial Lisbon as a space where human-environment interactions reflect broader histories of racialization, migration, and inequality, while attending to both visible and invisible forms of infrastructure.
- Identify and analyze diverse perspectives and grassroots practices that challenge dominant models of development, accessibility, and inclusion, especially in relation to gender, race, class, and disability.
- Critique the ideologies and imaginaries that underpin infrastructure development and representation, and propose alternative, community-centered visions for more inclusive futures.

Content Topic List

- Infrastructure
- Lived Environments
- Postcolonial Lisbon

Sought Concurrence

No

Attachments

- Gil - GE Theme course submission worksheet responses - Sep 2025.pdf: Theme responses
(Other Supporting Documentation. Owner: Arceno,Mark Anthony)
- Gil - submission-lived-environments - Sep 2025.pdf: Lived environments Theme
(Other Supporting Documentation. Owner: Arceno,Mark Anthony)
- Curriculum Map for CS Major - 091625.pdf: Curriculum map
(Other Supporting Documentation. Owner: Arceno,Mark Anthony)
- Concurrence Request_Knowlton (No Response)_CS 4456.pdf: Knowlton (No Response)
(Concurrence. Owner: Arceno,Mark Anthony)
- Concurrence Request_SPPO_CS4456.pdf: SPPO (Yes)
(Concurrence. Owner: Arceno,Mark Anthony)
- Gil - New Syllabus Lived Infrastructures - final Dec 2025.pdf: Revised Syllabus
(Syllabus. Owner: Arceno,Mark Anthony)

Comments

- Please see feedback email sent to department 12-03-2025 RLS *(by Steele,Rachel Lea on 12/03/2025 04:39 PM)*
- While we do not plan to offer this in SP26, we do need to note that this course is being developed alongside OIA, who requires that this study abroad course be approved by January so that they can begin working on logistics, looking for providers, etc, in time for a SU27 offering. In addition, we would like to note that this course is being developed with the support of a grant by the ASC Dean's Innovation Fund - Educator Abroad Accelerator Fund.

As requested, Concurrence was sought from SPPO and Knowlton, the latter of which did not yield a response. The Concurrence request was sent to the Undergraduate Studies Chairs of Architecture, Landscape Architecture, and City and Regional Planning, as well as the Interim Director. *(by Arceno,Mark Anthony on 10/06/2025 09:07 AM)*

- Please request concurrence from the Knowlton School and the Dept of Spanish and Portuguese *(by Vankeerbergen,Bernadette Chantal on 09/17/2025 09:52 AM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Arceno,Mark Anthony	09/16/2025 12:55 PM	Submitted for Approval
Approved	Urban,Hugh Bayard	09/16/2025 04:47 PM	Unit Approval
Revision Requested	Vankeerbergen,Bernadette Chantal	09/17/2025 09:52 AM	College Approval
Submitted	Arceno,Mark Anthony	10/06/2025 09:07 AM	Submitted for Approval
Approved	Perez,Ashley Hope	10/13/2025 01:07 PM	Unit Approval
Approved	Vankeerbergen,Bernadette Chantal	10/13/2025 08:40 PM	College Approval
Revision Requested	Steele,Rachel Lea	12/03/2025 04:39 PM	ASCCAO Approval
Submitted	Arceno,Mark Anthony	01/28/2026 02:23 PM	Submitted for Approval
Approved	Urban,Hugh Bayard	01/28/2026 03:01 PM	Unit Approval
Approved	Vankeerbergen,Bernadette Chantal	02/02/2026 03:30 PM	College Approval
Pending Approval	Jenkins,Mary Ellen Bigler Neff,Jennifer Vankeerbergen,Bernadette Chantal Wade,Macy Joy Steele,Rachel Lea	02/02/2026 03:30 PM	ASCCAO Approval

GLOBAL MAY 20XY: COMPSTD 4456

Lived Infrastructures: A Field School in Lisbon

3 credits | Mon – Fri, variable schedule between 10 am and 5 pm

Professor Liliana Gil (gils.1@osu.edu)



Mural by Vhils at India Avenue, Lisbon, Portugal

Course description

This interdisciplinary field school explores the social and political life of infrastructure in postcolonial Lisbon. Students will investigate how the built environment shapes and is shaped by lived experiences of race, gender, class, disability, and migration and their deep histories. Through classroom discussions, readings, site visits, and collaborative ethnographic projects, the course emphasizes critical reflection and place-based learning. We will explore infrastructures not only as socio-technical systems but also as contested terrains where history, power, justice, and citizenship are negotiated. Emphasis is placed on the ways infrastructures render certain lives (in)visible and grassroots initiatives that challenge those dynamics. Students will integrate academic and experiential insights while developing tools for understanding the complexity of human-environment interactions and imagining alternative futures.

Course Approach

This condensed study-abroad course combines academic study with immersive learning. Students are expected to complete at least two readings per week, actively participate in all discussions and site visits, contribute meaningfully to group projects, and maintain a daily field journal. The course emphasizes critical reflection, collaboration, and respectful engagement across cultural contexts. Through interdisciplinary methods and experiential activities, students will examine complex questions of infrastructure, power, and environment from a global perspective.

Learning Outcomes

GEN Themes: Lived Environments

Goals:

1. Successful students will analyze an important topic or idea at a more advanced and in-depth level than in the Foundations component.
2. Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.
3. Successful students will explore a range of perspectives on the interactions and impacts between humans and one or more types of environment (e.g., agricultural, built, cultural, economic, intellectual, natural) in which humans live.
4. Successful students will analyze a variety of perceptions, representations, and/or discourses about environments and humans within them.

Expected Learning Outcomes:

Successful students are able to:

- 1.1. Engage in critical and logical thinking about the topic or idea of the theme.
- 1.2. Engage in an advanced, in-depth, scholarly exploration of the topic or idea of the theme.
- 2.1. Identify, describe, and synthesize approaches or experiences as they apply to the theme.
- 2.2. Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.
- 3.1. Engage with the complexity and uncertainty of human-environment interactions.
- 3.2. Describe examples of human interaction with and impact on environmental change and transformation over time and across space.
- 4.1. Analyze how humans' interactions with their environments shape or have shaped attitudes, beliefs, values, and behaviors.
- 4.2. Describe how humans perceive and represent the environments with which they interact.
- 4.3. Analyze and critique conventions, theories, and ideologies that influence discourses around environments.

In line with the goals and ELOs above, by the end of this course, students will be able to:

1. Critically analyze infrastructures as dynamic sites where social and political relations are shaped and contested, drawing on interdisciplinary theories and ethnographic evidence.
2. Integrate experiential research methods such as site-based observation, collaborative fieldwork, and reflective writing with academic frameworks to examine the entanglements of environment, power, and identity.
3. Explore the built environment of postcolonial Lisbon as a space where human-environment interactions reflect broader histories of racialization, migration, and inequality, while attending to both visible and invisible forms of infrastructure.
4. Identify and analyze diverse perspectives and grassroots practices that challenge dominant models of development, accessibility, and inclusion, especially in relation to gender, race, class, and disability.
5. Critique the ideologies and imaginaries that underpin infrastructure development and representation, and propose alternative, community-centered visions for more inclusive futures.

We will achieve the goals and expected learning outcomes of the Lived Environments General Education Theme through a combination of academic study and immersive, place-based experiences in Lisbon, which will help students develop a complex understanding of human-environment interactions. Students will deepen their analytical skills through engagement with scholarly texts on infrastructure, colonialism, inequality, and urban politics, alongside structured discussions that encourage nuanced logical and critical thinking. This is integrated with out-of-classroom experiences such as guided tours, walking ethnography, museum visits, and collaborations with community organizations, allowing students to connect abstract concepts to real-world examples. Through field journals, experiential group assignments, and reflective activities, students synthesize diverse approaches and develop self-awareness as learners responding to new cultural and social contexts. The course also exposes students to a wide range of perspectives on how environments are shaped, represented, and contested – whether through monuments, diasporic histories, accessibility challenges, or grassroots forms of urban activism. By examining how infrastructures reflect and reproduce social values and power dynamics, students learn to analyze practices and discourses about environments while imagining more inclusive and equitable futures.

Course Requirements

Course Materials

All required readings are available on Canvas. Students must bring a notebook to serve as their field journal.

Time Commitment Expectations

This 3-credit hour course is delivered in a condensed format, combining instructor-led sessions with immersive, place-based learning. Students will engage with guest lectures, site visits, walking tours, and structured independent assignments. With limited formal classroom time and a full schedule of activities, the course moves quickly and requires consistent preparation and participation. You are expected to complete readings, field journal entries, independent weekly assignments and arrive at each session ready to engage fully. Think of this course as a semester's worth of academic work compressed into a shorter period – good time management is key to your success. Some weekend homework may be required to stay on track.

Course Format

The course is organized around two types of sessions:

- a) Classroom Meetings involve formal, instructor-led coursework such as lectures, seminar discussions, or guest talks by local scholars and experts. These are typically held in the morning for about 2 hours (10 am – 12 pm) and are credited at 12.5 instructional hours per credit hour.
- b) Hybrid Labs are faculty-designed, out-of-classroom learning activities such as site visits, guided tours, community interactions, or group assignments. These typically take place in the afternoon and last between 4 to 6 hours, either as a half-day session (1 – 5 pm) or a full-day session (10 am – 5 pm, with a one-hour lunch break). Hybrid labs are credited at 25 instructional hours per credit hour.

Assignments Overview

Assignment	What, when, and where	Percentage
Collaborative Participation	Ongoing. Show up on time, engage actively in discussions and site visits, complete at least two readings per week, and participate fully in all activities.	30%
Field Journal	Ongoing. Creatively document your observations, reflections, and experiences in a field journal. Selected entries will be shared with the class.	20%
Experiential Group Assignments	Sessions 6, 11, and 15. Independent fieldwork with deliverables including a multimedia post and written reflection, due by 5 PM on the day of the assignment (except for Session 15, due the following day).	30%



Final Presentation	Session 16. Present a 10-minute overview of your third Experiential Group Assignment, highlighting your speculative proposal and insights, followed by a 10-minute Q&A.	20%
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Assignment Rubrics and Goals

Collaborative Participation: Active and respectful participation is the most important aspect of this study-abroad course. Learning will take place across classrooms, city streets, and community spaces, so students are expected to engage fully in all course activities. This includes completing at least two readings per week, arriving on time to all meetings and site visits, coming prepared to contribute meaningfully to discussions, and staying responsive to group communications. Equally important is a spirit of curiosity, adaptability, collaboration, thoughtfulness, and respect when navigating unfamiliar contexts. This assignment fosters collective learning and cultural sensibility by encouraging students to listen attentively, think critically, and act with care and responsibility across difference.

Field Journal: As part of your experiential learning, you will keep a field journal throughout the course. This journal is a space to document daily observations, reflections, and questions related to site visits, readings, cultural encounters, and group activities. You are encouraged to be creative with your journal and include sketches, maps, clippings, or other ephemera you might find helpful. The goal is to cultivate observational skills, reflectivity, and sustained critical attention to your surroundings, particularly lived infrastructures across settings. You will be asked to share selected entries with your peers and instructor throughout the course.

Experiential Group Assignments: Throughout the course, students will work in small groups to carry out three experiential research projects that engage critically with themes such as space and historical memory, infrastructural accessibility, and social inequality in Lisbon. These collaborative, fieldwork-based assignments will draw on course readings and discussions, and may involve mapping exercises, interviews, and speculative design. Groups will share their outcomes on Canvas, as well as during class meetings, fostering collaborative dialogue and reflection. These projects build research and collaboration skills while helping students synthesize course concepts through hands-on, situated inquiry.

Final Presentation: The final presentation is the culminating moment of your third Experiential Group Assignment. Working in small groups, you will present a speculative intervention that envisions more just infrastructures in Lisbon, drawing on your site visits, fieldwork, and course discussions. Each group will deliver a 10-minute presentation followed by a Q&A session. Your presentation should communicate the rationale behind your proposal, demonstrate engagement with course concepts, and include a reflection on connections and contrasts between Lisbon and your own home contexts. You are encouraged to be creative and experimental in form – using visual, spatial, or multimedia elements to convey your ideas. This assignment evaluates your ability to synthesize experiential research, think critically and comparatively, and collaborate effectively across disciplinary and cultural perspectives.



General Grading Scale

A (100-94)	Excellent understanding of course themes, outstanding engagement, precise writing
A- (93-90)	Excellent understanding of course themes, very good engagement and writing
B+ (89-87)	Very good understanding of course themes, very good engagement and writing
B (86-83)	Consistently good understanding of course themes, good engagement and writing
B- (82-80)	Mostly good understanding of course themes, good or uneven engagement and writing
C+ (79-77)	Some good understanding of course themes, good engagement and writing
C (76-73)	Superficial understanding of course themes and uneven engagement and writing
C- (72-70)	Incomplete understanding of course themes and uneven engagement and writing
D+ (69-67)	Passing, but some serious deficiencies in understanding and engagement and/or writing
D (66-60)	Passing, but many serious deficiencies in understanding and engagement and/or writing
E (59-0)	Not Passing, too many serious deficiencies to receive passing credit for this course

Course policies

Attendance

Since this is an intensive, place-based course with a condensed timeline, attendance at all scheduled class sessions, lectures, site visits, and excursions is mandatory. Each day builds upon the last, and your full participation is essential not only to your individual learning but also to the success of the group as a whole. In this course, being present means being engaged: ready to contribute, prepared with assignments completed, and respectful of the time and space we share as a group.

Absences will only be excused in the case of a documented emergency or documented illness. If you are ill and unable to attend a required activity, you must notify the instructors as soon as possible so that they are able to help you seek medical care, see a provider, and be in touch with your homestay. Each unexcused absence from a course activity will result in a full letter grade (10 points) deduction from your participation grade, and a pattern of such absences will impact your ability to complete course assignments or finish the course in good standing. Excessive tardiness, leaving course sessions early, and/or patterns of inattentiveness (e.g., using your phone for non-course purposes during activities) will also carry a penalty in your participation grade.

Community Responsibilities

This course invites deep engagement with complex topics such as colonialism, migration, race, gender, and urban inequality – subjects that may at times feel uncomfortable. You are expected to approach these conversations with thoughtfulness, generosity, and respect for the diverse lived experiences and perspectives in the room and in the field. At the start of the course, we will create Community Agreements to guide our interactions. These will be available on Carmen Canvas and can be revised as needed. Discriminatory or disrespectful behavior toward peers, guest speakers, instructors, or local communities will not be tolerated.

If participation is ever challenging for you, please reach out to your instructors. We all share responsibility for cultivating a supportive, inclusive, and engaged learning environment.

Technology

You should bring a laptop or tablet to Lisbon. However, these devices are only permitted for accessing readings, taking notes, and completing activities during class meetings. Cellphones are not suitable for classwork. You may make sensible use of AI tools with the following understanding:

1. Such resources should be the starting point of research, not the endpoint.
2. You are responsible for verifying that the information is accurate, of a scholarly source, and not plagiarized from another author's work.
3. You are an active and attentive consumer of any writing assistance provided by AI tools – e.g., improvements in style and grammar.
4. You are transparent about utilizing these tools, thus citing and acknowledging them when appropriate to avoid plagiarism (see below).

For help with your password, university e-mail, Carmen, or any other technology issues, questions, or requests, contact the OSU IT Service Desk, which offers 24-hour support, seven days a week.

Plagiarism and Intellectual Integrity

Plagiarism is the unauthorized use of the words or ideas of another person, misrepresenting someone else's work as your own with or without their knowledge, quoting or paraphrasing without citing the original source, or providing work for someone else to use as their own. Plagiarism is not permitted in any assignment in this course. It is a serious academic offense that will result in a report to the Committee on Academic Misconduct.

Late Assignments

All assignments are due by the deadline noted in the syllabus. If you believe you will have a problem submitting an assignment on time, please inform the instructors as soon as possible. For assignments submitted after the deadline, a full letter grade (10 points) will be automatically deducted for each day late.

Citation Rules

You may follow MLA style to cite your sources. Comprehensive information on MLA citation can be found here:

https://owl.purdue.edu/owl/research_and_citation/mla_style/mla_style_introduction.html.

You are encouraged to ask a trusted person to proofread your assignments before you turn them in--but no one else should revise or rewrite your work for you. The Writing Center is a great resource for advice on improving your writing; distance appointments are available.

Inclusive Language

Class rosters are provided to the instructor and may include the student's legal name unless changed via the University Name Change policy. I will gladly honor your request to address you by another name or gender pronoun. Please advise me of this early in the semester so I can change my records.

Weather or Other Short-term Changes

Should in-person classes be canceled, I will notify you as to which alternative methods of teaching will be offered to ensure continuity of this class.

Process of Grade Appeal

If you are unsatisfied with your final grade, you can request a re-evaluation by submitting a two-page note explaining why you think this is justified. I will then re-evaluate your assignments but reserve the right to raise or lower the grade. This second decision is final.

University policies

Please refer to the Office of Undergraduate Education's Syllabus Policies & Statements webpage for information regarding Academic Misconduct; Artificial Intelligence and Academic Integrity; Religious Accommodations; Disability Statement (with Accommodations for Illness); Intellectual Diversity; Grievances and Solving Problems; Creating an Environment Free from Harassment, Discrimination, and Sexual Misconduct.

<https://ugeducation.osu.edu/academics/syllabus-policies-statements>

Course Schedule

This schedule may be subject to adjustments.

PART 1: PREPARATION IN COLUMBUS

Week 1 | Introduction

Session 1: Course Overview and Preparatory Instructions

Monday, April X, 2027 | 10 am – 12 pm

OSU, Room TBD

- **Format:** Classroom Meeting (2 hours)
- **Description:** Overview of the course structure, expectations, learning goals, readings, assessment, and international travel preparations.
- **Reading(s):** Course syllabus and general study-abroad instructions and recommendations by the Office of International Affairs.

PART 2: IMMERSIVE FIELD SCHOOL IN LISBON

Week 2 | Science, Technology, and Empire

Session 2: Welcome and In-Situ Orientation

Monday, May X, 2027 | 10 am – 12 pm

Lisbon partner institution TBD

- **Format:** Classroom Meeting (2 hours)
- **Description:** Overview of the field school structure, expectations, and local logistics. Introduction to Portugal's history and socio-political context.
- **Reading(s):**
 - Almeida, Miguel Vale de. 2004. "Tristes Luso-Tropiques" and "Longing for Oneself." In *An Earth-Colored Sea: "Race", Culture and the Politics of Identity in the Post-Colonial Portuguese-Speaking World*, 45–82. Berghahn Books.

Session 3: Building National Narratives Through Space

Tuesday, May X, 2027 | 10 am – 5 pm

Belem District

- **Format:** Extended Hybrid Lab (6 hours plus 1 hour lunch break)
- **Description:** Guided visits to the Navy Museum, Jeronimos Monastery, and Discoveries Monument. Students will reflect on the performative and material dimensions of national history, considering monuments as infrastructures of memory.
- **Reading(s):**
 - Johnson, Nuala. 1995. "Cast in Stone: Monuments, Geography, and Nationalism." *Environment and Planning D: Society and Space* 13 (1): 51–65.



- Macdonald, Sharon. 2013. "Selling the Past: Commodification, Authenticity and Heritage." In *Memorylands: Heritage and Identity in Europe Today*, 109–36. London New York: Routledge.

Session 4: Ruins, Reconstruction, and the Birth of Modern Seismology

Wednesday, May X, 2027 | 1 pm – 5 pm

The Quake Museum

- **Format:** Hybrid Lab (4 hours)
- **Description:** Guided visit and reflection on Lisbon's 1755 earthquake, Enlightenment science, and the emergence of modern seismology and new forms of government. Students consider disaster crisis as a moment of epistemic rupture and reordering amid power struggles.
- **Reading(s):**
 - Tavares, Rui. 2020. "Shockwaves through the Republic of Letters." In *A Short Book on the Great Earthquake: Lisbon, 1755*, 153–68. Lisbon: Tinta-da-China.
 - Klein, Naomi. 2017. "How Power Profits from Disaster." *The Guardian*, July 6, 2017.

Session 5: Imperial Circulations through Critical STS Lens

Thursday, May X, 2027 | 10 am – 12 pm

Lisbon partner institution TBD

- **Format:** Classroom Meeting (2 hours)
- **Description:** Synthesis session through a discussion of key STS texts on colonial infrastructures – including Portuguese navigation techniques – their global impacts and critiques.
- **Reading(s):**
 - Law, John. 1984. "On the Methods of Long-Distance Control: Vessels, Navigation and the Portuguese Route to India." *The Sociological Review* 32: 234–63.
 - Van Laak, Dirk. 2023. "Public Works: The Nineteenth Century." In *Lifelines of Our Society: A Global History of Infrastructure*, 21–46. The MIT Press.
 - Larkin, Brian. 2008. "Infrastructure, the Colonial Sublime, and Indirect Rule." In *Signal and Noise*, 16–47. Duke University Press.

Session 6: Mapping Imperial Legacies in Lisbon's Urban Landscape

Friday, May X, 2027 | 10 am – 5 pm

Neighborhood-based fieldwork | Experiential Group Assignment 1

- **Format:** Extended Hybrid Lab (6 hours plus 1 hour lunch break)
- **Description:** Working in groups, students conduct walking ethnography and visual documentation in one historical neighborhood of their choice – e.g., Rato, Príncipe Real, Bairro Alto. Using theoretical frameworks from Sessions 2 to 5, they critically analyze how Portugal's imperial past persists in public space.
- **Output:**



- Multimedia post (e.g., map, photo essay, short video)
- 300-word analytical commentary engaging two or more readings from this week
- **Due:** Submit on Canvas by 5 PM
- **Reading(s):**
 - Urquijo, Miren. 2023. "Walking Ethnography: The Polyphonies of Space in an Urban Landscape." *Journal of Cultural Geography* 40 (2): 143–61.
 - Coelho, Rui Gomes. 2019. "An Archaeology of Decolonization: Imperial Intimacies in Contemporary Lisbon." *Journal of Social Archaeology* 19 (2): 181–205.

Week 3 | Lived Infrastructures as Postcolonial Legacies

Session 7: Uneven Infrastructures

Monday, May X, 2027 | 10 am – 12 pm

Lisbon partner institution TBD

- **Format:** Classroom Meeting (2 hours)
- **Description:** Analytical session introducing key STS texts on infrastructure. Discussion of how infrastructures are differentially distributed and contested. Focus on water, electricity, transportation, housing systems, communications, and beyond.
- **Reading(s):**
 - Star, Susan Leigh. 1999. "The Ethnography of Infrastructure." *American Behavioral Scientist* 43 (3): 377–91.
 - Nguyen, Lilly U. 2016. "Infrastructural Action in Vietnam: Inverting the Techno-Politics of Hacking in the Global South." *New Media & Society* 18 (4): 637–52.
 - Simone, AbdouMaliq. 2004. "People as Infrastructure: Intersecting Fragments in Johannesburg." *Public Culture* 16 (3): 407–29.

Session 8: Technological Modernity at the Edge of Europe

Tuesday, May X, 2027 | 1 pm – 5 pm

Museum of Art, Architecture and Technology, Tejo Power Station, and/or Baía do Tejo Industrial Museum

- **Format:** Hybrid Lab (4 hours)
- **Description:** Through guided visits to industrial and technological heritage sites, students explore how technological modernity has been narrated, exhibited, and materialized at the geopolitical margins of Europe. The session invites critical reflection on the aesthetics, labor histories, and post/colonial entanglements embedded in Portugal's infrastructural development.
- **Reading(s):**
 - Gavroglu, Kostas, Manolis Patiniotis, Faidra Papanelopoulou, Ana Simões, Ana Carneiro, Maria Paula Diogo, José Ramón Bertomeu Sánchez, Antonio García Belmar, and Agustí Nieto-Galan. 2008. "Science and Technology in the European Periphery: Some Historiographical Reflections." *History of Science* 46 (2): 153–75.



- Macedo, Marta, and Jaume Valentines-Álvarez. 2016. "Technology and Nation: Learning from the Periphery." *Technology and Culture* 57 (4): 989–97
- Santos, Boaventura de Sousa. 2002. "Between Prospero and Caliban: Colonialism, Postcolonialism, and Inter-Identity." *Luso-Brazilian Review* 39 (2): 9–43.

Session 9: Racialized Experiences in/of the City

Wednesday, May X, 2027 | 1 pm – 5 pm

Downtown Lisbon

- **Format:** Hybrid Lab (4 hours)
- **Description:** Guided tour focused on Lisbon's African diasporic histories and their contemporary manifestations. Students critically reflect on how race, space, and memory intersect with infrastructures, artistic expression, and urban transformation.
- **Reading(s):**
 - Abrantes, Pedro, and Cristina Roldão. 2019. "The (Mis)Education of African Descendants in Portugal: Towards Vocational Traps?" *Portuguese Journal of Social Science* 18 (1): 27–55.
 - Raposo, Otávio. 2007. "Nu Bai. Lisbon's Black Rap." 66min.
<https://youtu.be/MvYlcg3o7-w>

Session 10: Urban Poverty

Thursday, May X, 2027 | 10 am – 12 pm

Lisbon partner institution TBD

- **Format:** Classroom Meeting (2 hours)
- **Description:** Synthesis session on how social class intersect with mobility and urban inequality, with a focus on the imaginary divide between the city center and suburban peripheries. Students reflect on how infrastructures render certain lives visible or invisible and consider the forms of resistance and solidarity that emerge in response.
- **Reading(s):**
 - Sousa, Ana Naomi, and António Brito Guterres. 2018. "The Invisible City: Existence and Resistance in The Peripheries of Lisbon." *The Funambulist Magazine*, March 9, 2018.

Session 11: Accessibility and Infrastructural In/Exclusion

Friday, May X, 2027 | 10 am – 5 pm

Neighborhood-based fieldwork | Experiential Group Assignment 2

- **Format:** Extended Hybrid Lab (6 hours plus 1 hour lunchbreak)
- **Description:** Working in groups, students conduct walking ethnography and visual documentation in one neighborhood of their choice. Drawing on theoretical frameworks from Sessions 7 to 10, they critically examine how infrastructures enable or constrain access along lines of difference such as race, gender, social class, disability, religion, sexuality, or others they identify as relevant.



- **Output:**
 - Multimedia post (e.g., map, photo essay, short video)
 - 300-word analytical commentary engaging two or more readings from this week
- **Due:** Submit on Canvas by 5 PM
- **Reading(s):**
 - Velho, Raquel. 2019. "Transport Accessibility for Wheelchair Users: A Qualitative Analysis of Inclusion and Health." *International Journal of Transportation Science and Technology* 8 (2): 103–15.
 - Langdon, Winner. 1980. "Do Artifacts Have Politics?" *Daedalus* 109 (1): 121–36.

Week 4 | New Perspectives and Interventions

Session 12: Reclaiming Lisbon

Monday, May X, 2027 | 10 am – 12 pm

Lisbon partner institution TBD

- **Format:** Classroom Meeting (2 hours)
- **Description:** Synthesis session inviting students to reflect deeper on the political dimensions of infrastructure and explore how urban space can be reclaimed, reimagined, and contested.
- **Reading(s):**
 - Jiménez, Alberto Corsín. 2014. "The Right to Infrastructure: A Prototype for Open Source Urbanism." *Environment and Planning D: Society and Space* 32 (2): 342–62.
 - Schnitzler, Antina von. 2013. "Traveling Technologies: Infrastructure, Ethical Regimes, and the Materiality of Politics in South Africa." *Cultural Anthropology* 28 (4): 670–93.
 - Anand, Nikhil. 2017. "Introduction: Water Works." In *Hydraulic City: Water and the Infrastructures of Citizenship in Mumbai*, 1–24. Durham: Duke University press.

Sessions 13 and 14: Collaboration with Community Organization

Tuesday and Wednesday, May X and X, 2027 | 10 am – 5 pm

Community Organization TBD

- **Format:** Extended Hybrid Lab (6 hours plus 1 hour lunchbreak)
- **Description:** Two-day immersive collaboration with a community organization focused on advancing infrastructural inclusion and more equitable human-environment relations. Areas of engagement may include housing, mobility, digital access, environmental justice, disability rights, or migrant inclusion, depending on the organization's mission. Students will learn about the organization's work through guided site visits, hands-on activities, and dialogue with staff and community members. Over the course of both days, students will contribute to a site-specific project or initiative co-designed by the instructor and the organization. Emphasis will be placed on mutual

learning, cultural exchange, and critically reflecting on the politics of infrastructure from the ground up.

Session 15: Re-imagining Just Infrastructures

Thursday, May X, 2027 | 10 am – 5 pm

Lisbon partner institution TBD | Experiential Group Assignment 3

- **Format:** Extended Hybrid Lab (6 hours plus 1 hour lunchbreak)
- **Description:** Working in groups, students propose a speculative intervention aimed at fostering infrastructural justice in Lisbon. Projects may respond directly to the fieldwork done in sessions 13 and 14 or engage some other relevant topic. Each proposal should include a reflective component that explores resonances and dissonances between infrastructures in Lisbon and students' own home contexts – whether that means Columbus, another US city, or elsewhere. Drawing on course concepts and site visits, students consider the role of infrastructures in everyday life and envision what more just futures might look like across different settings.
- **Output:**
 - Multimedia post (e.g., storyboard, speculative prototype, draft blueprint, annotated map, short video, photo essay)
 - 300-word analytical explanation of the intervention, including a reflection on connections and contrasts between Lisbon and the students' hometowns
 - 10-minute group presentation for session 16
- **Due:** Presentations and digital materials due on the following day

Session 16: Conclusion

Friday, May X, 2027 | 10 am – 1 pm

Lisbon partner institution TBD

- **Format:** Extended Classroom Meeting (3 hours)
- **Description:** Final synthesis session featuring student presentations of Experiential Group Assignment 3 and a collective reflection on the course's key themes, experiences, and insights. Students will share their speculative proposals for more just infrastructures and critically engage with each other's ideas. When possible, members of the community organization involved in Sessions 13 and 14 will join the discussion, offering feedback and fostering dialogue across academic and community perspectives.

GE Theme course submission worksheet: Lived Environments

Overview

Courses in the GE Themes aim to provide students with opportunities to explore big picture ideas and problems within the specific practice and expertise of a discipline or department. Although many Theme courses serve within disciplinary majors or minors, by requesting inclusion in the General Education, programs are committing to the incorporation of the goals of the focal theme and the success and participation of students from outside of their program.

Each category of the GE has specific learning goals and Expected Learning Outcomes (ELOs) that connect to the big picture goals of the program. ELOs describe the knowledge or skills students should have by the end of the course. Courses in the GE Themes must meet the ELOs common for **all** GE Themes **and** those specific to the Theme, in addition to any ELOs the instructor has developed specific to that course. All courses in the GE must indicate that they are part of the GE and include the Goals and ELOs of their GE category on their syllabus.

The prompts in this form elicit information about how this course meets the expectations of the GE Themes. The form will be reviewed by a group of content experts (the Theme Advisory) and by a group of curriculum experts (the Theme Panel), with the latter having responsibility for the ELOs and Goals common to all themes (those things that make a course appropriate for the GE Themes) and the former having responsibility for the ELOs and Goals specific to the topic of **this** Theme.

Briefly describe how this course connects to or exemplifies the concept of this Theme (Lived Environments)

In a sentence or two, explain how this class “fits” within the focal Theme. This will help reviewers understand the intended frame of reference for the course-specific activities described below.

(enter text here)

Connect this course to the Goals and ELOs shared by *all* Themes

Below are the Goals and ELOs common to all Themes. In the accompanying table, for each ELO, describe the activities (discussions, readings, lectures, assignments) that provide opportunities for students to achieve those outcomes. The answer should be concise and use language accessible to colleagues outside of the submitting department or discipline. The specifics of the activities matter—listing “readings” without a reference to the topic of those readings will not allow the reviewers to understand how the ELO will be met. However, the panel evaluating the fit of the course to the Theme will review this form in conjunction with the syllabus, so if readings, lecture/discussion topics, or other specifics are provided on the syllabus, it is not necessary to reiterate them within this form. The ELOs are expected to vary in their “coverage” in terms of number of activities or emphasis within the course. Examples from successful courses are shared on the next page.

Goal 1: Successful students will analyze an important topic or idea at a more advanced and in-depth level than the foundations. In this context, “advanced” refers to courses that are e.g., synthetic, rely on research or cutting-edge findings, or deeply engage with the subject matter, among other possibilities.

Goal 2: Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.

Course activities and assignments to meet these ELOs	
ELO 1.1 Engage in critical and logical thinking.	
ELO 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or ideas within this theme.	
ELO 2.1 Identify, describe, and synthesize approaches or experiences.	
ELO 2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.	

Example responses for proposals within “Citizenship” (from Sociology 3200, Comm 2850, French 2803):

ELO 1.1 Engage in critical and logical thinking.	<i>This course will build skills needed to engage in critical and logical thinking about immigration and immigration related policy through: Weekly reading response papers which require the students to synthesize and critically evaluate cutting-edge scholarship on immigration; Engagement in class-based discussion and debates on immigration-related topics using evidence-based logical reasoning to evaluate policy positions; Completion of an assignment which build skills in analyzing empirical data on immigration (Assignment #1)</i>
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	<p><i>Completion 3 assignments which build skills in connecting individual experiences with broader population-based patterns (Assignments #1, #2, #3)</i></p> <p><i>Completion of 3 quizzes in which students demonstrate comprehension of the course readings and materials.</i></p>
<p>ELO 2.1 Identify, describe, and synthesize approaches or experiences.</p>	<p><i>Students engage in advanced exploration of each module topic through a combination of lectures, readings, and discussions.</i></p> <p><u>Lecture</u> <i>Course materials come from a variety of sources to help students engage in the relationship between media and citizenship at an advanced level. Each of the 12 modules has 3-4 lectures that contain information from both peer-reviewed and popular sources. Additionally, each module has at least one guest lecture from an expert in that topic to increase students' access to people with expertise in a variety of areas.</i></p> <p><u>Reading</u> <i>The textbook for this course provides background information on each topic and corresponds to the lectures. Students also take some control over their own learning by choosing at least one peer-reviewed article and at least one newspaper article from outside the class materials to read and include in their weekly discussion posts.</i></p> <p><u>Discussions</u> <i>Students do weekly discussions and are given flexibility in their topic choices in order to allow them to take some control over their education. They are also asked to provide information from sources they've found outside the lecture materials. In this way, they are able to explore areas of particular interest to them and practice the skills they will need to gather information about current events, analyze this information, and communicate it with others.</i></p> <p><i>Activity Example: Civility impacts citizenship behaviors in many ways. Students are asked to choose a TED talk from a provided list (or choose another speech of their interest) and summarize and evaluate what it says about the relationship between civility and citizenship. Examples of Ted Talks on the list include Steven Petrow on the difference between being polite and being civil, Chimamanda Ngozi Adichie's talk on how a single story can perpetuate stereotypes, and Claire Wardle's talk on how diversity can enhance citizenship.</i></p>
<p>ELO 2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.</p>	<p><i>Students will conduct research on a specific event or site in Paris not already discussed in depth in class. Students will submit a 300-word abstract of their topic and a bibliography of at least five reputable academic and mainstream sources. At the end of the semester they will submit a 5-page research paper and present their findings in a 10-minute oral and visual presentation in a small-group setting in Zoom.</i></p> <p><i>Some examples of events and sites: The Paris Commune, an 1871 socialist uprising violently squelched by conservative forces</i></p>

	<p><i>Jazz-Age Montmartre, where a small community of African-Americans—including actress and singer Josephine Baker, who was just inducted into the French Pantheon—settled and worked after World War I.</i></p> <p><i>The Vélodrome d'hiver Roundup, 16-17 July 1942, when 13,000 Jews were rounded up by Paris police before being sent to concentration camps</i></p> <p><i>The Marais, a vibrant Paris neighborhood inhabited over the centuries by aristocrats, then Jews, then the LGBTQ+ community, among other groups.</i></p>
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Goals and ELOs unique to Lived Environments

Below are the Goals and ELOs specific to this Theme. As above, in the accompanying Table, for each ELO, describe the activities (discussions, readings, lectures, assignments) that provide opportunities for students to achieve those outcomes. The answer should be concise and use language accessible to colleagues outside of the submitting department or discipline. The ELOs are expected to vary in their “coverage” in terms of number of activities or emphasis within the course. Examples from successful courses are shared on the next page.

GOAL 3: Successful students will explore a range of perspectives on the interactions and impacts between humans and one or more types of environment (e.g. agricultural, built, cultural, economic, intellectual, natural) in which humans live.

GOAL 4: Successful students will analyze a variety of perceptions, representations and/or discourses about environments and humans within them.

	Course activities and assignments to meet these ELOs
ELO 3.1 Engage with the complexity and uncertainty of human-environment interactions.	
ELO 3.2 Describe examples of human interaction with and impact on environmental change and transformation over time and across space.	
ELO 4.1 Analyze how humans' interactions with their environments shape or have shaped attitudes, beliefs, values and behaviors.	
ELO 4.2 Describe how humans perceive and represent the environments with which they interact.	
ELO 4.3 Analyze and critique conventions, theories, and ideologies that influence discourses around environments.	

GE Theme course submission worksheet: Lived Environments

Briefly describe how this course connects to or exemplifies the concept of this Theme (Lived Environments):

This course – **COMPSTD 4456: Lived Infrastructures: A Field School in Lisbon** – connects to the "Lived Environments" theme by examining how the built environment functions as both a physical system and a site of complex, contested meanings. Rather than seeing infrastructures – like transportation networks, museums, or even monuments – as neutral, objective structures, this course treats them as socio-political systems that shape and are shaped by the daily lived experiences of people.

Drawing on Susan Leigh Star's (1999) among other fundamental texts, this course understands infrastructure not as a discrete object, but as a system of action that is socially and politically embedded, and supposedly transparent and only visible upon breakdown. Using an interdisciplinary lens, students engage in ethnographic research and site visits to explore how infrastructures are deeply entwined with the lived experiences of race, gender, class, disability, and migration. This approach allows for an in-depth, scholarly exploration of how historical forces, like colonialism and inequality, shape human-environment relations. The course moves beyond a simple understanding of infrastructure to a nuanced analysis of how these systems render certain lives visible or invisible, and how grassroots movements can challenge those dynamics.

This course is designed to meet the shared goals and Expected Learning Outcomes (ELOs) for all GE Themes through a blend of academic theory and immersive, experiential learning.

Connect this course to the Goals and ELOs shared by all Themes

Goal 1: Advanced Analysis

GE ELO 1.1: Engage in critical and logical thinking

The course facilitates advanced analysis by having students critically and logically engage with infrastructures as sites of power and inequality. For example, in Session 10: Urban Poverty, students analyze how infrastructural systems mediate access to essential resources like housing and mobility in Lisbon's suburban peripheries, revealing the socio-political context embedded within these systems. This approach pushes students beyond a surface-level understanding to evaluate how built systems shape human experience in diverse contexts.

Corresponding course ELO: 1. Critically analyze infrastructures as dynamic sites where social and political relations are shaped and contested, drawing on interdisciplinary theories and ethnographic evidence.

GE ELO 1.2: Engage in an advanced, in-depth, scholarly exploration of the topic or ideas within this theme

The course encourages an in-depth scholarly exploration of the topic. Students engage with scholarly debates from fields such as Science and Technology Studies (STS), anthropology, and urban studies. For instance, in Session 7: “Uneven Infrastructures,” students read foundational texts by Susan Leigh Star and AbduMalik Simone and then apply these theories during a field assignment in Session 11, where they investigate how infrastructures enable or constrain accessibility for different social groups based on factors like race, disability, and class. This process of synthesizing theoretical readings with hands-on fieldwork is central to the course's learning methodology.

Corresponding course ELO: 1. Critically analyze infrastructures as dynamic sites where social and political relations are shaped and contested, drawing on interdisciplinary theories and ethnographic evidence.

Goal 2: Integrative Learning

GE ELO 2.1: Identify, describe, and synthesize approaches or experiences

The course is fundamentally structured to promote integrative learning. Students are expected to synthesize academic theory with their out-of-classroom experiences. The Experiential Group Assignments are a key component of this. For example, in Session 6: “Mapping Imperial Legacies,” students conduct walking ethnographies and visual analysis in Lisbon neighborhoods to connect theoretical frameworks from classroom discussions with the physical urban landscape. This process helps them integrate classroom theory with direct observation and place-based inquiry.

Corresponding course ELO: 2. Integrate experiential research methods such as site-based observation, collaborative fieldwork, and reflective writing with academic frameworks to examine the entanglements of environment, power, and identity.

GE ELO 2.2: Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work

The course also helps students develop a sense of self as a learner through reflection and self-assessment. Students are required to keep daily field journals to document their observations and reflections on site visits, readings, and cultural encounters. The culminating project in Sessions 15 and 16, where students design speculative proposals for more just infrastructures, requires them to draw on their fieldwork and compare Lisbon to their own hometowns. This final

presentation showcases their reflective growth and their ability to synthesize their learning across different contexts.

Corresponding course ELO: 2. Integrate experiential research methods such as site-based observation, collaborative fieldwork, and reflective writing with academic frameworks to examine the entanglements of environment, power, and identity.

Goals and ELOs unique to Lived Environments

Goal 3: Human–Environment Interactions

GE ELO 3.1: Engage with the complexity and uncertainty of human-environment interactions

The course engages with the complexity and uncertainty of human-environment interactions. Through a two-day immersive collaboration in Sessions 13 and 14, students work directly with a Lisbon-based community organization. They participate in guided site visits and co-create a site-specific intervention, which forces them to engage with the unpredictable challenges and uncertainties of infrastructure from a grassroots perspective. This direct engagement with local communities provides an understanding of how human-environment relations are dynamic and often contested.

Corresponding course ELO: 4. Identify and analyze diverse perspectives and grassroots practices that challenge dominant models of development, accessibility, and inclusion, especially in relation to gender, race, class, and disability.

GE ELO 3.2: Describe examples of human interaction with and impact on environmental change and transformation over time and across space

Students also describe examples of human interaction with environmental change over time and across space. For instance, during Session 4: Ruins, Reconstruction, and the Birth of Modern Seismology, students visit the Quake Museum. This experience allows them to analyze how the 1755 Lisbon earthquake prompted significant shifts in scientific thought and urban governance, demonstrating how a single historical event can transform both the built environment and human perspectives.

Corresponding course ELO: 3. Explore the built environment of postcolonial Lisbon as a space where human-environment interactions reflect broader histories of racialization, migration, and inequality, while attending to both visible and invisible forms of infrastructure.

Goal 4: Representations and Discourses

GE ELO 4.1: Analyze how humans' interactions with their environments shape or have shaped attitudes, beliefs, values, and behaviors

Students examine how infrastructures mediate inclusion and exclusion, shaping public attitudes and lived experiences across lines of difference. Through field visits, readings, and critical analysis, they reflect on how social values are embedded in the design and accessibility of everyday environments. For instance, in Session 11: Accessibility and Infrastructural In/Exclusion, they conduct fieldwork in Lisbon neighborhoods to assess how infrastructure enables or constrains mobility and participation for different social groups. Drawing on readings like Raquel Velho's work on transport accessibility and Langdon Winner's "Do Artifacts Have Politics?", they analyze how attitudes toward disability, gender, race, and class are reflected and reinforced in the built environment.

Corresponding course ELO: 2. Integrate experiential research methods such as site-based observation, collaborative fieldwork, and reflective writing with academic frameworks to examine the entanglements of environment, power, and identity.

GE ELO 4.2: Describe how humans perceive and represent the environments with which they interact

The course also teaches students how to perceive and represent the environments with which they interact. In Session 3: Building National Narratives Through Space, students visit heritage sites, like the Discoveries Monument, and analyze how nationalism is spatially represented and memorialized. This activity demonstrates that environments are not just physical spaces, but are also sites of symbolic and political narratives. They then apply these insights in a group project focused on urban memory in Session 6.

Corresponding course ELO: 5. Critique the ideologies and imaginaries that underpin infrastructure development and representation, and propose alternative, community-centered visions for more inclusive futures.

GE ELO 4.3: Analyze and critique conventions, theories, and ideologies that influence discourses around environments

Finally, the course enables students to analyze and critique conventions and ideologies that influence discourses around environments. In Session 12: Reclaiming Lisbon, students read texts from scholars like Corsín Jiménez and von Schnitzler to critique prevailing infrastructural ideologies. This critical engagement culminates in their final speculative design proposals during Sessions 15 and 16, where they synthesize alternative models for inclusion, equity, and

sustainability, moving beyond dominant paradigms to propose more community-centered visions for the future.

Corresponding course ELO: 5. Critique the ideologies and imaginaries that underpin infrastructure development and representation, and propose alternative, community-centered visions for more inclusive futures.

From: [Arceno, Mark Anthony](#)
To: [Ansari, Iman](#); [Gruber, Jack](#); [Van Maasakkers, Tijs](#); [Kleit, Rachel](#)
Cc: [Perez, Ashley](#)
Subject: Concurrence Request: COMPSTD 4456
Date: Wednesday, September 17, 2025 10:10:00 AM
Attachments: [Gil - New Syllabus Lived Infrastructures - final Sep 2025.pdf](#)
Importance: High

Good morning,

On behalf of the Department of Comparative Studies, we would like to request concurrence from the Knowlton School for a new Maymester, Lived Environments Theme course, COMPSTD 4456, "Lived Infrastructures: A Field School in Lisbon," which has been developed by Dr. Liliana Gil. I have attached the syllabus to this message.

Please do let us know if you/your Department has any questions, as well as if you would like to review any additional supporting documentation.

We look forward to hearing from you, hopefully within the next two weeks (October 1st), after which point concurrence would be assumed.

Best,
Mark Anthony

--
Mark Anthony ARCEÑO, Ph.D.
Senior Academic Program Coordinator, [Department of Comparative Studies](#)
444 Hagerty Hall, 1775 S. College Rd., Columbus, OH 43210
Phone: 614-688-0433 / arceno.1@osu.edu

Food & Environmental Anthropologist
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Pronouns: he, him, his
<http://about.me/markanthonyarceno>

From: [Romero, Eugenia](#)
To: [Arceno, Mark Anthony](#); [Sanabria, Rachel](#)
Cc: [Perez, Ashley](#)
Subject: Re: Concurrence Request: COMPSTD 4456
Date: Thursday, September 18, 2025 10:53:23 AM
Attachments: [image001.png](#)
[image002.png](#)

Good morning, Mark Anthony,

SPPO is happy to provide concurrence for CompStd 4456 "Lived Infrastructures: A Field School in Lisbon." We are excited to see such a course in Lisbon.

We also wanted to share with you, so you perhaps can share with Dr. Gil, that SPPO currently has a Global May course in Madrid that we are submitting for the Lived Environments Theme as well. This is not a new course, but an existing course that with the new GE lost the GE category it satisfied, and we decided that the LE theme was the best option for it. Also, Dr. Catalina Iannone is working on a completely new course that will center on Porto, Portugal and Galicia Spain. She had originally thought to also do the Lived Environments theme, but she is now going to think of other options. Our intention is just to make you aware of these courses as potentially, they could attract the same students.

Best,

Eugenia



Dr. Eugenia R. Romero, PhD
Vice-Chair & Director of Undergraduate Studies
Associate Professor of Iberian Studies
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Pronouns: she/her/hers

PRIDE LIVES HERE



From: Arceno, Mark Anthony <arceno.1@osu.edu>
Date: Wednesday, September 17, 2025 at 10:13 AM
To: Romero, Eugenia <romero.25@osu.edu>, Sanabria, Rachel <sanabria.3@osu.edu>
Cc: Perez, Ashley <perez.390@osu.edu>
Subject: Concurrence Request: COMPSTD 4456

Good morning, Eugenia and Rachel,

On behalf of the Department of Comparative Studies, we would like to request concurrence from the Department of Spanish and Portuguese for a new Maymester, Lived Environments Theme course, COMPSTD 4456, "Lived Infrastructures: A Field School in Lisbon," which has been developed by Dr. Liliana Gil. I have attached the syllabus to this message.

Please do let us know if you/your Department has any questions, as well as if you would like to review any additional supporting documentation.

We look forward to hearing from you, hopefully within the next two weeks (October 1st), after which point concurrence would be assumed.

Best,
Mark Anthony

--
Mark Anthony ARCEÑO, Ph.D.

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Pronouns: he, him, his
<http://about.me/markanthonyarceno>

Curriculum Map for Comparative Studies Major

Program Learning Goals:

- Goal 1 Students develop the capacity to analyze differences in culture and politics over time.
- Goal 2 Students develop the capacity to engage and analyze issues of community and social justice.
- Goal 3 Students develop interdisciplinary thinking and writing skills, and an understanding of relationships between disciplines.
- Goal 4 Students develop the ability to read critically and interpret a diverse range of texts, material artifacts, and/or performance traditions.
- Goal 5 Students develop the capacity for aesthetic and historical response and judgment of cultural products and modes of consumption.
- Goal 6 Students develop the ability to understand how ideas and cultural artifacts influence the character of human beliefs, the perception of reality, and the norms that guide human behavior.

*Beg=Beginning; Int=Intermediate; Adv=Advanced

CURRICULUM MAP FOR COMPARATIVE STUDIES MAJOR						
NB: DISTRIBUTION COURSES (ELECTIVES) IN <u>OTHER DEPARTMENTS</u> ARE CATEGORIZED IN REGARD TO GOALS #5 AND 6 ONLY						
Program Learning Goals						
	Goal #1 Students develop the capacity to analyze differences in culture and politics over time.	Goal #2 Students develop the capacity to engage and analyze issues of community and social justice.	Goal #3 Students develop interdisciplinarily thinking and writing skills, and understanding of relationships among disciplines.	Goal #4 Students develop the ability to read critically and interpret a diverse range of texts, material artifacts, and/or performance traditions.	Goal #5 Students develop the capacity for aesthetic and historical response and judgment of cultural products and modes of consumption.	Goal #6 Students develop the ability to understand how ideas and cultural artifacts influence the character of human beliefs, the perception of reality, and the norms that guide human behavior.

REQUIRED COURSES (10 CREDITS):

CS 2099 The Question of Comparative Studies	Beg	Beg	Beg	Beg	Beg	Beg
CS 2360 Intro to Comparative Cultural Studies	Beg	Beg	Beg	Beg	Beg	Beg
CS 3990 Approaches to Comparative Studies	Int	Int	Int	Int	Int	Int
CS 4990 Senior Seminar in Comparative Studies	Adv	Adv	Adv	Adv	Adv	Adv

CONCENTRATION CORE—MAJOR FOCUS (15 CREDITS): This core requirement is fulfilled by the development of an individualized Major Focus. This focus is determined by each student in consultation with her or his advisor. It consists of a set of five courses (at least four of which must be Comparative Studies or Religious Studies courses, and no more than two at the 2000 level) that is centered on a particular set of discourses, objects, cultural practices, or problems.

ELECTIVES (12 CREDITS)—Should complement the Major Focus, but can add additional knowledge bases or theoretical/methodological approaches.

COURSES IN COMPARATIVE STUDIES AND RELIGIOUS STUDIES THAT FULFILL EITHER MAJOR FOCUS OR ELECTIVES

CS 2006 American Civics: Freedom, Democracy, and Struggle	Beg	Beg	Beg	Beg	Beg	Beg
CS 2101 Literature and Society	Beg	Beg	Beg	Beg	Beg	Beg
CS 2104(H) Literature, Science and Technology	Beg	Beg	Beg	Beg	Beg	Beg
CS 2105(H) Literature and Ethnicity	Beg	Beg	Beg	Beg	Beg	Beg
CS 2214 Intro to Sexuality Studies	Beg	Beg	Beg	Beg	Beg	Beg
CS 2220 Intro to South Asian Studies	Beg	Beg	Beg	Beg	Beg	Beg
CS 2264 Intro to Popular Culture Studies	Beg	Beg	Beg	Beg	Beg	Beg
CS 2281 American Icons	Beg	Beg	Beg	Beg	Beg	Beg
CS 2301 Intro to World Lit	Beg	Beg	Beg	Beg	Beg	Beg
CS 2321 Intro to Asian American Studies	Beg	Beg	Beg	Beg	Beg	Beg
CS 2322 Intro to Latino Studies	Beg	Beg	Beg	Beg	Beg	Beg
CS 2323 Intro to American Indian Studies	Beg	Beg	Beg	Beg	Beg	Beg
CS 2340 Intro to Cultures of Science and Technology	Beg	Beg	Beg	Beg	Beg	Beg
CS 2343 Slavery, Gender, and Race in the Atlantic World	Beg	Beg	Beg	Beg	Beg	Beg
CS 2345 Comedy, Culture, and Society	Beg	Beg	Beg	Beg	Beg	Beg
CS 2350(H) Intro to Folklore	Beg	Beg	Beg	Beg	Beg	Beg
CS 2420 American Food Cultures	Beg	Beg	Beg	Beg	Beg	Beg
CS 2864(H) Modernity & Postmodernity	Int	Int	Int	Int	Int	Int
CS 3007 Technology, Science, and Citizenship	Int	Int	Int	Int	Int	Int
CS 3072 The Newark Earthworks	Int	Int	Int	Int	Int	Int
CS 3130H Introduction to Performance Studies Honors	Int	Int	Int	Int	Int	Int
CS 3302(E) Translating Literatures & Cultures	Int	Int	Int	Int	Int	Int
CS 3360 Intro to Globalization and Culture	Int	Int	Int	Int	Int	Int
CS 3603 Love and Literature	Int	Int	Int	Int	Int	Int
CS 3606 Quest in World Literature	Int	Int	Int	Int	Int	Int
CS 3607 Film and Literature	Int	Int	Int	Int	Int	Int
CS 3608 Representations of the Experience of War	Int	Int	Int	Int	Int	Int
CS 3645H Cultures of Medicine	Int	Int	Int	Int	Int	Int
CS 3646 Cultures, Natures, Technologies	Int	Int	Int	Int	Int	Int
CS 3686 Cultural Studies of American Popular Musics	Int	Int	Int	Int	Int	Int
CS 3808 Utopia and Dystopia	Int	Int	Int	Int	Int	Int
CS 3886 Urban Sounds	Int	Int	Int	Int	Int	Int
CS 3903(E) World Literature: Theory and Practice	Int	Int	Int	Int	Int	Int
CS 4021(E) Banned Books and the Cost of Censorship	Adv	Adv	Adv	Adv	Adv	Adv
CS 4420 Cultural Food Systems and Sustainability	Adv	Adv	Adv	Adv	Adv	Adv
CS 4444 The Sustainability Games	Adv	Adv	Adv	Adv	Adv	Adv
CS 4456 Lived Infrastructures: A Field School in Lisbon	Adv	Adv	Adv	Adv	Adv	Adv
CS 4597.01 Global Studies of Science and Technology	Adv	Adv	Adv	Adv	Adv	Adv

CS 4597.02 Global Culture	Adv	Adv	Adv	Adv	Adv	Adv
CS 4597.03 Global Folklore	Adv	Adv	Adv	Adv	Adv	Adv
CS 4655 Studies in Ethnography	Adv	Adv	Adv	Adv	Adv	Adv
CS 4658 (3658) Folklore of the Americas	Int	Int	Int	Int	Int	Int
CS 4661 (3661) The City and Culture	Int	Int	Int	Int	Int	Int
CS 4803 Studies in Asian American Literature and Culture	Adv	Adv	Adv	Adv	Adv	Adv
CS 4804 Studies in Latino Literature and Culture	Adv	Adv	Adv	Adv	Adv	Adv
CS 4805 Literatures of the Americas	Adv	Adv	Adv	Adv	Adv	Adv
CS 4808 (3808) Utopia and Anti-Utopia (Utopia and Dystopia)	Int	Int	Int	Int	Int	Int
CS 4822 Native American Identity	Adv	Adv	Adv	Adv	Adv	Adv
CS 4921 Intersections: Approaches to Race, Gender, Class and Sexuality	Adv	Adv	Adv	Adv	Adv	Adv
RS 3168 History of God	Int	Int	Int	Int	Int	Int
RS 3210 Jewish Mystical Tradition	Int	Int	Int	Int	Int	Int
RS 3667 Messages from Beyond	Int	Int	Int	Int	Int	Int
RS 3671 Religions of India	Int	Int	Int	Int	Int	Int
RS 3672 Native American Religions	Int	Int	Int	Int	Int	Int
RS 3673 The Buddhist Tradition	Int	Int	Int	Int	Int	Int
RS 3674 African Religions	Int	Int	Int	Int	Int	v
RS 3678 Religion and American Culture	Int	Int	Int	Int	Int	Int
RS 3679 Religion and Popular Culture	Int	Int	Int	Int	Int	Int
RS 3680 Religion and Law in Comparative Perspective	Int	Int	Int	Int	Int	Int
RS 3681 Religion and Work	Int	Int	Int	Int	Int	Int
RS 3872H Varieties of Christianity	Int	Int	Int	Int	Int	Int
RS 3972 Theory and Method in the Study of Religion	Int	Int	Int	Int	Int	Int
RS 4342 Religion, Meaning, and Knowledge in Africa and its Diaspora	Adv	Adv	Adv	Adv	Adv	Adv
RS 4370 Research Seminar on Religion in Ohio	Adv	Adv	Adv	Adv	Adv	Adv
RS 4873 Contemporary Religious Movements in Global Context	Adv	Adv	Adv	Adv	Adv	Adv
RS 4875 Gender, Sexuality, and Religion	Adv	Adv	Adv	Adv	Adv	Adv

COURSES FROM OTHER DEPARTMENTS THAT FULFILL EITHER MAJOR FOCUS OR ELECTIVES

Department and Course			Department and Course		
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AFRICAN AMERICAN AND AFRICAN STUDIES

CS 2006 American Civics: Freedom, Democracy, and Struggle	Beg	Beg	3440 Theorizing Race	Int	Int
2201 Major Readings in African American and African Studies	Beg	Beg	4342 Religion, Meaning, and Knowledge in Africa and its Diaspora	Adv	Adv
2218 Black Urban Experience	Int	Int	4535 Topics in Black Masculinity Studies	Adv	Adv

2270 Introduction to Black Popular Culture	Beg	Beg	4565 Topics in African Diaspora Studies	Adv	Adv
2281 Intro to African American Literature	Beg	Beg	4571 Black Visual Culture and Popular Media	Adv	Adv
2288 Bebop to Doowop to Hip hop: The Rhythm and Blues Tradition	Beg	Beg	4582 Special Topics in African American Literature	Adv	Adv
3083 Civil Rights and Black Power Movements	Int	Int	4921 Intersections: Approaches to Race, Gender, Class and Sexuality	Adv	Adv
3230 Black Women: Culture and Society	Int	Int			
3310 Global Perspectives on the African Diaspora	Int	Int			
3376 Arts and Cultures of Africa and the Diaspora	Int	Int			

ANTHROPOLOGY

2202 (H) Intro to Cultural Anthropology	Beg	Beg	3419 Latin American Cultures and Migration in Global Perspective	Int	Int
2241 Middle East Close Up: People, Cultures, Societies	Int	Int	3525 History of Anthropological Theory	Adv	Adv
3334 Zombies: Anthropology of the Undead	Int	Int			

CHINESE

4405 China in Chinese Film	Adv	Adv	4406 China Pop: Contemporary Popular Culture and Media in Greater China	Int	Int
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EAST ASIAN

3446 Asian American Film	Int	Int			
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ENGLISH

2264 Intro to Popular Culture Studies	Beg	Beg	4577.02 Folklore II: Genres, Form, Meaning and Use	Adv	Adv
2270 (H) Intro to Folklore	Beg	Beg	4585 History of Literacy	Adv	Adv
2277 Intro to Disability Studies	Beg	Beg	4586 Studies in American Indian Literature and Culture	Adv	Adv
3364 Reading Popular Culture	Int	Int	4587 Asian American Literature and Culture	Adv	Adv
4569 Digital Media and English Studies	Adv	Adv	4588 Latino/a Literature and Culture	Adv	Adv
4577.01 Folklore I: Groups and Communities	Adv	Adv	4595 Literature and Law	Adv	Adv

FRENCH

2801 French Cinema	Beg	Beg	3402 Intro to Francophone Cultures	Int	Int
3202 Literary and Visual Texts of the Francophone World	Beg	Beg	3701 Intro to French Cinema	Int	Int

GEOGRAPHY

3600 Space, Power, and Political Geography	Int	Int	3701 The Making of the Modern World		
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GERMAN

2251 German Literature and Popular Culture	Beg	Beg	3351 Democracy, Fascism and German Culture	Int	Int
3252 The Holocaust in Literature and Film	Int	Int	4670H Cinema and the Historical <i>Avant Garde</i>	Adv	Adv

HEBREW					
3275 The Holocaust in Literature and Film	Int	Int			
HISTORY					
2002 (H) Making America Modern	Beg	Beg	2750 Natives and Newcomers: Immigration and Migration in U.S. History	Beg	Beg
2070 Intro to Native American History	Beg	Beg	2800 Intro the Discipline of History	Beg	Beg
2075 Intro to U.S. Latino/a History	Beg	Beg	3017 The Sixties	Int	Int
2079 Asian American History	Beg	Beg	3020 19 th -Century American Ideas	Int	Int
2080 African American History to 1877	Beg	Beg	3021 20 th -Century American Ideas	Int	Int
2081 African American History from 1877	Beg	Beg	3040 The American City	Int	Int
2100 Intro to the Spanish Atlantic World	Beg	Beg	3070 Native American History from European Contact to Removal, 1560-1820	Int	Int
2260 European Thought and Culture, 19 th Cent	Beg	Beg	3071 Native American History from Removal to Present	Int	Int
2261 European Thought and Culture, 20 th Cent	Beg	Beg	3075 Mexican American Chicano/a History	Int	Int
2270 Love in the Modern World	Beg	Beg	3080 Slavery in the US	Int	Int
2455 Jews in American Film	Beg	Beg	3082 Black Americans during the progressive Era	Int	Int
2475 History of the Holocaust	Beg	Beg	3083 Civil Rights and Black Power Movements	Int	Int
2610 (H) Intro to Women and Gender in the U.S	Beg	Beg	3085 African American History through Contemporary Film	Int	Int
2630 History of Modern Sexualities	Beg	Beg	3630 Same Sex Sexuality in a Global Context	Int	Int
HISTORY OF ART					
2901 Introduction to World Cinema	Beg	Beg	3901 World Cinema Today	Int	Int
3605 (H) History of Photography	Int	Int	4640 Contemporary Art since 1945	Adv	Adv
3635 American Cartoons from Krazy Kat to Jimmy Corrigan	Int	Int			
INTERNATIONAL STUDIES					
4800 Cultural Diplomacy	Adv	Adv			
ITALIAN					
2053 Intro to Italian Cinema	Beg	Beg	3222 Modern Italian Media	Int	Int
2055 Mafia Movies	Beg	Beg	4225 Italian Identities	Adv	Adv
JAPANESE					
4400 Japanese Film and Visual Media	Adv	Adv			
NEAR EASTERN and SOUTH ASIAN STUDIES					
2244 Films of the Middle East	Beg	Beg	2798.01 Experiencing Everyday Life in South Asia	Beg	Beg
PHILOSOPHY					
2400 Political and Social Philosophy	Beg	Beg	2470 H Philosophy of Film	Int	Int

2450 Philosophical Problems in the Arts	Beg	Beg	3420 Philosophical Perspectives on Issues of Gender	Int	Int
RUSSIAN					
3460 Modern Russian Experience through Film (successor)	Int	Int			
SCANDINAVIAN					
3350 Norse Mythology and Medieval Culture	Int	Int	4250 Scandinavian Folklore of the Supernatural	Adv	Adv
SOCIOLOGY					
2300 Sociology of Culture and Popular Culture	Beg	Beg	3380 Racial and Ethnic Relations in America	Int	Int
2340 Sex and Love in Modern Society	Beg	Beg			
SPANISH					
2330 Reinventing America	Beg	Beg	4557.20 Intro to Other Latino Literature in the US	Adv	Adv
2332 Intro to Andean and Amazonian Cultures	Beg	Beg	4560 Introduction to Spanish-American Culture	Adv	Adv
2389 Spanish in the US: Language as Social Action	Beg	Beg	4565H Latin American Indigenous Literatures and Cultures	Adv	Adv
2520 Latin American Literature in Translation: Fictions and Realities	Beg	Beg	4580 Latin American Film	Adv	Adv
4555 (E) Indigenous and Colonial Literatures of Latin America	Adv	Adv	4581 Spanish Film	Adv	Adv
4557.10 Intro to Latino Literature in the US	Adv	Adv			
THEATRE					
2341H Moving Image Art	Beg	Beg			
WOMEN'S, GENDER, AND SEXUALITY STUDIES					
CS 2006 American Civics: Freedom, Democracy, and Struggle	Beg	Beg	4375 Women and Visual Culture	Adv	Adv
2215 Reading Women Writers	Beg	Beg	4401 Asian American Women: Race, Sex, and Representation	Adv	Adv
2230 Gender, Sexuality, and Race in Popular Culture	Beg	Beg	4402 Black Women: Representations, Politics, and Power	Adv	Adv
2282 Intro to Queer Studies	Beg	Beg	4404 Regulating Bodies: Global Sexual Economies	Adv	Adv
2296H Topics in Women's Studies	Beg	Beg	4405 Race and Sexuality	Adv	Adv
2300 Approaches to Feminist Inquiry	Beg	Beg	4510 American Women's Movements	Adv	Adv
2305 A World of Genders and Sexualities	Beg	Beg	4520 Women of Color and Social Activism	Adv	Adv
2317 Gender at the Movies: Hollywood and Beyond	Beg	Beg	4524 Women and Work	Adv	Adv
2340 Si Se Puede: Latinx Gender Studies.	Beg	Beg	4560 Crossing Borders with Mexican-American and Chicana Feminisms	Adv	Adv
2550 History of Feminist Thought	Beg	Beg	4597 Gender and Democracy in the Contemporary World	Adv	Adv
3320 Topics in Women's and Gender Studies	Int	Int	4845 Gender, Sexuality, and Science	Adv	Adv
3370 Sexualities and Citizenship	Int	Int	4921 Intersections: Approaches to Race, Gender, Class, and Sexuality	Adv	Adv

3505 Transnational Feminisms	Int	Int			
YIDDISH					
3399 The Holocaust in Yiddish and Ashkenazic Literature and Film	Int	Int			