

Term Information

Effective Term Summer 2026

General Information

Course Bulletin Listing/Subject Area Spanish
Fiscal Unit/Academic Org Spanish & Portuguese - D0596
College/Academic Group Arts and Sciences
Level/Career Undergraduate
Course Number/Catalog 4798.10
Course Title The Urban Experience in the Spanish-Speaking World [in Spanish]
Transcript Abbreviation Urban Experience
Course Description 5 week intensive course in select cities of the Spanish-speaking world, with a full-immersion linguistic experience. Introduces students to fundamental aspects of urban culture through an intensive language and cultural itinerary that examines the history, culture, society, art scene, and environs from colonial times to the present through an interdisciplinary lens.
Semester Credit Hours/Units Fixed: 3

Offering Information

Length Of Course 6 Week, 4 Week
Flexibly Scheduled Course Never
Does any section of this course have a distance education component? No
Grading Basis Letter Grade
Repeatable Yes
Allow Multiple Enrollments in Term No
Max Credit Hours/Units Allowed 9
Max Completions Allowed 3
Course Components Field Experience
Grade Roster Component Field Experience
Credit Available by Exam No
Admission Condition Course No
Off Campus Never
Campus of Offering Columbus

Prerequisites and Exclusions

Prerequisites/Corequisites Pre-reqs: Spanish 3403 or 3413, or instructor's permission for Heritage Speakers of Spanish.
Exclusions
Electronically Enforced Yes

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code	16.0905
Subsidy Level	Baccalaureate Course
Intended Rank	Freshman, Sophomore, Junior, Senior

Requirement/Elective Designation

Required for this unit's degrees, majors, and/or minors

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

- Study abroad immersive learning experience in a Spanish-speaking urban environment in which they will have opportunity to communicate in culturally appropriate ways that are also reflective of an interculturally competent global citizen.
- The course will examine the political, social, economic, and cultural importance of the studied city or cities in a historical perspective, underlying some of its most salient characteristics within a national and/or regional context.
- The course will explore the expressive culture of the local community and the representation of the urban experience in a diversity of media and cultural production.

Content Topic List

- Intensive and extensive practice of Spanish in select cities of the Spanish-speaking world
 - Fundamental aspects of urban culture
 - Examination of the history, culture, society, art scene, and environs of cities through an interdisciplinary lens
 - History, culture, and society from colonial times to the present, including multicultural and global aspects
- No

Sought Concurrence

Attachments

- 4798.10_Merida_Santiago_Contact hours rationale.docx: Contact Hours Rationale
(Other Supporting Documentation. Owner: Sanabria, Rachel A.)
- Span 4798.10 Syllabus 2_Mexico.pdf: Mexico Syllabus
(Syllabus. Owner: Sanabria, Rachel A.)
- Span 4798.10 Syllabus 1_Chile.pdf: Chile Syllabus
(Syllabus. Owner: Sanabria, Rachel A.)
- 10-21-25 Spanish Major Curriculum Map.xlsx: curriculum map
(Other Supporting Documentation. Owner: Sanabria, Rachel A.)

Comments

COURSE REQUEST
4798.10 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette
Chantal
11/10/2025

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Sanabria, Rachel A.	10/28/2025 01:09 PM	Submitted for Approval
Approved	Sanabria, Rachel A.	10/28/2025 01:36 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	11/10/2025 08:53 AM	College Approval
Pending Approval	Jenkins, Mary Ellen Bigler Neff, Jennifer Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	11/10/2025 08:53 AM	ASCCAO Approval

Contact hours rationale [Santiago program]:

20 class and discussion sessions of 2 hrs. each [40 hrs.]

12 guest lectures of 1.5 hrs. each [18 hrs.]

3 student colloquia of 2 hrs. each [6 hrs.]

Daily homework 2.5 hrs. [approx. 83 hrs.]

Team research project development [approx. 25 hrs.]

2 Cultural activities of 2.5 hrs. [5 hrs.]

10 Site visits of 2-3 hrs. each and 1 field trip of 4 hrs. [approx. 30 hrs.]

Total = 207 hrs.

Contact hours rationale [Mérida program]:

20 class and discussion sessions of 2 hrs. each [40 hrs.]

8 guest lectures of 1.5 hrs. each [12 hrs.]

3 student colloquia of 2 hrs. each [6 hrs.]

Daily homework 2.5 hrs. [approx. 83 hrs.]

Team research project development [approx. 25 hrs.]

3 Cultural activities of 2.5 hrs. [7,5 hrs.]

12 Site visits and field trips (varied duration 2-6 hrs.) [approx. 36 hrs.]

Total = 209 hrs.



Syllabus

SPAN 4798.10

Title of Course:

The Urban Experience in the Spanish-Speaking World [in Spanish]

Summer 2026

3 Credit Hours

Pre-requisite:

Spanish 3403, 3413 or instructor's permission in case of Spanish-speakers from other majors or minors.

Host Institution: Universidad Adolfo Ibáñez [UAI]

Course overview

Instructor

- Name – Ignacio Corona
- Email Address – corona.7@osu.edu
- Phone Number – 2-8617
- Office Hours - M 13:00-14:00 and by appt
 - Zoom Link - icorona

Note: During the program, you may contact me in person or by phone, otherwise my preferred method of contact is email.



Course description

This five-week course offers an intensive and extensive practice of Spanish in select cities of the Spanish-speaking world. (The specific locations will vary.) It is designed to facilitate the students' practice and improvement of Spanish by providing full linguistic immersion, with wide-ranging and focused verbal interactions with local scholars, students, government, business and community organization representatives, host families, etc. At the same time, the course introduces students to fundamental aspects of the urban culture of the chosen cities through an intensive cultural itinerary and a rigorous academic program. More specifically, the course will examine the history, culture, society, art scene, and environs of those cities through an interdisciplinary lens. In the process, the students also learn about the country's history, culture, and society from colonial times to the present, including the multicultural and global aspects of such a history.

Course goals and expected learning outcomes

This course is designed to prepare students to be able to do the following:

- 1) The students will learn about [Santiago's] history and its social and cultural characteristics, its physical and economic development, its urban planning and its contemporary challenges through the scholarly and critical perspectives offered by local faculty, researchers, community spoke persons, and through the lived experience and cultural representations they will be presented and be exposed to in the cultural and site-visit program of the course.
- 2) The students will demonstrate their intercultural competency and understanding through a variety of complementary written assignments in the target language, such as a weekly journal, urban chronicles, discussion board entries, short critical essays in which they will compare specific aspects of the urban experience in the chosen city and at home (in the U.S.), and a final personal essay about



their own personal experience in the given Hispanic city. These written assignments will reveal the students' level of engagement, learning, and reflection of the course materials, the course's main theme, and their construction of meaning of cultural similarities and differences between the visited country and the U.S.

3) The students will investigate and examine a specific topic related to the studied urban experience, formulate a relevant research question and write about it from their own academic specialization. In this small-group research project, they will use local sources of information (i.e., local libraries, government institutions, community centers, museums, cultural organizations, etc.) and secondary sources. The project will be theoretically grounded, and include ethnographic, visual, and dialogic components that will require specific forms of individual engagement as well as formal or semiformal interviews with local informants or specialists in the target language. This project will be presented to the whole class during the final week of the program.

Course Goals	Expected Learning Outcomes
1. This study-abroad course provides an immersive learning experience to students in a Spanish-speaking urban environment in which they will have opportunity to communicate in culturally appropriate ways that are also reflective of an interculturally competent global citizen.	1. Students will actively engage in experiential learning by living in the selected city [Santiago], in-country contact, travelling to other cities within the country [Chile], and visiting culturally and historically significant sites. 2. Students will hone their communication skills in Spanish through a diversity of situated contexts, such as class activities, site visits, consultation for their research project, collaborative discussions, and structured and spontaneous verbal interactions with members of the host institution and the local communities. 3. Successful students competently describe and analyze the cultural contexts and expressive manifestations of the local community or communities and compare them with their own.



	4. Students navigate cultural differences and demonstrate an understanding of them, being able to cross cultural, ideological, and national boundaries when communicating with the locals, and identifying significant cultural traits and/or expressive features, values and/or patterns of thought in the local community. 5. Students write self-reflexively and competently about their own personal experience of [Santiago] and the local culture, and articulate how their time abroad has enriched their academic experience by documenting and reflecting upon their experiences in that city through class activities, course requirements, their research project, and by sharing orally and in writing their experience overseas.
2. The course will examine the political, social, economic, and cultural importance of the studied city or cities in a historical perspective, underlying some of its most salient characteristics within a national and/or regional context.	1. Students will gain a foundational knowledge of [Chilean] history, culture, and art, and more in-depth knowledge of specific issues such as the country's political economy, its social and cultural diversity, its geography, and other topics and issues. 2. Successful students will be able to identify some of the most important political and economic factors that have been inextricably linked to the growth of Latin American cities in general, and the one [Santiago] studied in particular. 3. Students will be able to recognize some of the historical factors both external, such as neocolonialism and globalization, and within the country, such as internal migration and displacement, that have played a decisive role in the social and material change of Latin American cities, including [Santiago and Valparaíso]. 4. Students will analyze the transformation of [Santiago's] urban landscape from the 19th century to the neoliberal period, identifying key architectural, infra-structural, and spatial shifts, and its cultural, social, and aesthetic implications.
3. The course will explore the	1. Successful students are able to formulate and investigate a research topic related to the studied city [Santiago] or the



expressive culture of the local community and the representation of the urban experience in a diversity of media and cultural production.

local urban experience, using primary and secondary sources, and with an ethnographic, visual and dialogic component. This research project may match the student's own research interests or academic specialization.

2. Collaborate with other students in carrying out a small-group research project with those characteristics and following the required template, demonstrating methodological rigor and critical insight.

3. Demonstrate analytical and critical interpretive skills when presenting, discussing, or writing about the examined cultural production and the course's content on the urban theme by explaining, among other things, how representations of [Santiago] in literature, film, and visual culture contribute to the construction of [Chilean] national identity.

4. Apply critical, theoretical and/or methodological frameworks from cultural urban studies, cultural geography, and political economy to examine the relationship between space, power, and identity.

COURSE OUTCOMES

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

- **Analyze** the transformation of [Santiago's] urban landscape in the five studied historical periods, identifying key architectural, infra-structural, and spatial shifts, and its cultural, social, and aesthetic implications as well as the historical and contemporary global forces that contribute to shape Santiago and the country.
- **Interpret and evaluate** primary and secondary sources from multiple disciplines, including history, literature, film studies, cultural geography, cultural studies, urban studies, sociology, and cultural anthropology, to develop a nuanced understanding of the local urban experience, the relationship between space, power, and identity, and the diverse representation of [Santiago's] urban environments.



- **Examine** diverse esthetic, historical, economic, political, and social processes, including migration and international commerce, that have played a role in the shaping of the studied [Santiago's] urban context.
- **Collaborate** on a small-team research-based project that integrates experiential learning, scholarly inquiry, documentation, and which in its final product includes an ethnographic, dialogic, and visual component.
- **Communicate** effectively about complex social and cultural issues in the U.S. and the visited country [Chile] and its capital city [Santiago] in both informal discussions, in research-related interviews, and in formal settings organized by the host institution, such as lectures, roundtables, and discussion panels.
- **Reflect critically** on lived experiences abroad to develop cultural awareness, self-assessment skills, and informed perspectives on urban history, change, and experience, and the multiple factors and processes that intervene in them.

Mode of delivery

This course is in-person and its format includes a combination of: lectures/colloquia/workshops and service-learning options/discussion sessions supplemented by out-of-class assignments and experiential activities *in situ*.

Credit hours and work expectations

This is a **3-credit-hour course**. According to Ohio State policy (go.osu.edu/credithours), students should expect around 12.5 hours of formalized engagement with the class each week to receive a grade of (C) average. Actual hours spent will vary by student learning habits and the assignments each week.

Participation requirements

Because this is a short-term summer study-abroad program, and a semester-long course is compressed in just five weeks, punctual attendance and engaged and well-prepared participation in all program activities is



mandatory. Unexcused absences, repeated tardiness, not meeting the course requirements, lack of discipline or cooperation and/or disruptive behavior will be grounds for failure in the course. Think of this course as a semester's worth of academic work in a shorter timeframe—your ability to manage independent work is essential to your success. Please keep in mind that the condensed course structure means that you will have course assignments and due dates on both weekdays and weekends.

Course communication guidelines

Writing style

[Your written work must be original, thoughtful, well-executed, and reveal deep preparation. You should take into account that formal aspects of your writing, such as proper grammar usage and expected syntactic conventions, will be evaluated along with the content.]

Citing your sources

[Any quotes, citations, references, and bibliographic information should be listed at the end. For this purpose, you may use the latest version of the MLA Guide
(https://owl.purdue.edu/owl/research_and_citation/mla_style/mla_formatting_and_style_guide/mla_formatting_and_style_guide.html)..]

Course materials and technologies

Textbooks

*All reading materials [#] will be posted on the course's Carmen webpage.

Course technology



[You should have a laptop computer to access Carmen and the readings for the course. The use of the phone is not allowed during formal instruction or during the scheduled program activities.]

Technology support

For help with your password, university email, Carmen, or any other technology issues, questions, or requests, contact the Ohio State IT Service Desk. Standard support hours are available [at it.osu.edu/help](https://it.osu.edu/help), and support for urgent issues is available 24/7.

- Self-Service and Chat support: it.osu.edu/help
- Phone: 614-688-4357(HELP)
- Email: 8help@osu.edu
- TDD: 614-688-8743

Carmen Access

You will need to use BuckeyePass (buckeyepass.osu.edu) multi-factor authentication to access all the readings and some of the audiovisual materials for this course in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you take the following steps:

- Register multiple devices in case something happens to your primary device. Visit the BuckeyePass
- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click **Enter a Passcode** and then click the **Text me new codes** button that appears. This will text you ten passcodes good for 365 days that can each be used once.
- Download the Duo Mobile application to all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service

If none of these options will meet the needs of your situation, you can contact the IT Service Desk at 614-688-4357(HELP) and IT support staff will work out a solution with you.



Grading and instructor response

How your grade is calculated

Category	Percentage
Active oral participation in all class and program activities	16%
Reading introduction	8%
Debate or Roundtable (preparation and participation)	12%
4 Weekly discussion board entries [DB]	(3 % each) 12%
1 Short Urban Chronicle [UC]	10%
3 Photo Blog of Urban Experience entries [PH]	(2 % each) 6%
Small-group final project presentation	5%
Small-group final project report	26%



Category	Percentage
Final personal essay	5%
Total	100%

Description of major course assignments

Assignment #1 Small-group final project

- ELOs [1.2; 2.4-5; 3.1-4]
- Description

[In groups of 2-3, students will collect relevant information about a topic related to the subject of the course and which may also respond to their own specialization or research interests. They will formulate appropriate research questions, a timeline, a collaborative plan, and a list of local resources. The project will require an ethnographic, dialogic, and visual component (i.e., maps, original photography), and documentation of the research done *in situ* and of the consultation and/or interviews with local informants or specialists. A brief (1 pp double-spaced) weekly report of the advance [ADV] of the project will be due on the first class meeting of week 3. Specific examples can be the local health system; environmental organizations; the history of Santiago's National Palace; the city's main festivities; governmental environmental policies; public art projects; the local printed press; non-governmental youth or community social projects; Santiago's main market; the city's main sports venues; the National Fine Arts Museum; the local university system, etc. The students will write a detailed report with their findings and present it in class during the program's final week. This important assignment will closely relate to one or several of the course goals and objectives.]



- **Academic integrity and collaboration guidelines**

[Follow the recommendations and attendant rubric in the Final Project Guidelines in the “Syllabus and Important Documents” module on Carmen.]

Assignment #2 **Weekly discussion board entries**

- **ELOs [1.1-5, 2.1-4; 3.5]**

- **Description**

[Each student is required to complete all reading, viewing, and written assignments before class, as instructed in the study-guide on Carmen, except for the post-class posts in the Discussion threads. These pre and post-class postings typically count for 2-3 points of the final grade. They are intended to initiate or continue a conversation or exploration of a theme and to engage in a critical but respectful dialogue. These entries connect with course goals and objectives of reflecting on the weekly class materials, activities and topics of discussion.]

- **Academic integrity and collaboration guidelines**

[Each post should be between 250-400 words, and some may be in response to other students’ posts. Oftentimes there will be a prompt about a specific reading/video that you will have to respond to. In your post, you can also ask specific questions, or invite your classmates to reflect or share their thoughts about any doubts or concerns you may have. Your post can connect that week’s readings with your previous experiences, with information discussed before in class, or something you encountered during the trip, etc. You can also share your first impressions about a text or video we have been discussing. Make sure to cite your sources, including page number or a link when applicable. Always be respectful.]

Assignment #3 **Debate or Roundtable (prep. and participation)**

- **ELOs [1.1-5]**



- **Description**

[There will be several debates, colloquia, or roundtables that will count with the participation of students from the host institution. OSU students will be in charge of proposing the specific format for these events and decide on the topics or main issues or questions for discussion. Following the announcement, they will have a week to prepare for the debate or roundtable. Possible topics can be: the state of democracy in both countries; the gendered urban experience; freedoms and civil rights; social challenges in the city; youth culture; local and national politics; local legislation on social media, external and internal migration, etc.]

Assignment #3 **Short Urban Chronicle [2 pp.; single-space]**

- **ELOs [2.3-4, 3.5]**

- **Description**

[Choose a local event, place, social interaction, or occurrence to write a one-page chronicle based on the writing format provided in class. The chronicle will be in Spanish. You will also find further theoretical and methodological guidelines on how to approach this project at our webpage on Carmen. On the dates specified on the calendar, submit your chronicle on the respective folder [UC]. Draft is due on June 8, and the final version on June 13, 2026. You should carefully revise the text's grammar, proper punctuation, and spelling prior to submitting it. The chronicle is worth up to 10% of the final grade.]

- **Academic integrity and collaboration guidelines**

[Follow the recommendations and attendant rubric in the Final Project Guidelines in the "Syllabus and Important Documents" module on Carmen.]



Late assignments

[No late written assignments will be accepted without proper documentation.]

Grading Scale

- 93-100: A
- 90-92: A–
- 87-89: B+
- 83-86: B
- 80-82: B–
- 77-79: C+
- 73-76: C
- 70-72: C–
- 67-69: D+
- 60-66: D
- Under 60: E

Instructor feedback and response time

[Please allow reasonable time (typically 48 hrs.) for your submitted work to be evaluated. Given its brevity, discussion board entries will only be evaluated or receive limited feedback though.]

Preferred contact method:

[Email or WhatsApp text message is preferred, but please feel free to call my personal number any time 24/7 if there is an emergency. **At all times, please communicate with the instructor to let him know of any problem or concern you may have during this study-abroad program and always be on the lookout for any notification from the instructor or OIE should conditions on the ground change.**]

Course Policies & Statements



Please view the Office of Undergraduate Education's [Syllabus Policies & Statements webpage](#) for official course policies 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

Mental Health Abroad

Students receiving counseling or treatment for a mental health condition, or incurring symptoms of stress, anxiety or depression, are encouraged to discuss their education abroad experience with trained medical professionals. Changes in environment, diet, routine and cultural norms can all impact your physical and mental health. In addition compounding factors such as jet lag, culture shock, intercultural adaptation and changes in personal support infrastructure can also adversely impact your well-being. Travelers are encouraged to be proactive in managing their health.

For those currently receiving counseling or treatment, it is advisable to:

1. Discuss. Review your plans for traveling abroad and issues related to cultural adjustment with your mental health professional.
2. Plan. Develop a proactive plan to manage your health while abroad and consider that your support system will change while abroad. Speak with your medical provider about triggers that might influence your mental health and well being. If your medical professional has questions about the resources available, they can contact the Office of International Affairs Global Health and Safety team at ghs@osu.edu.
3. Prescriptions. Some common forms of anti-anxiety medications and psychostimulants prescribed in the United States are unavailable or illegal in certain countries. Please refer to the traveling with [prescription medications section](#) for more information.
4. Continuing Care. An important factor in pre-departure planning is determining the availability of English language medical professionals in your city, region or country abroad. Please contact [Crisis24](#) for more information regarding medical professionals including specialists in mental health and psychiatry.



For those not currently receiving treatment but concerned about managing mental health abroad, Ohio State's [Counseling and Consultation Service \(CCS\)](#) has trained medical professionals who can help. CCS services are free to all currently enrolled Ohio State students for up to 10 sessions per academic year. Appointments can be [scheduled](#) by calling +1 614-292-5766. Prepare to schedule this conversation at least two to three months before planning to travel abroad.

Course Structure

THEMATIC UNITS, TOPICS & ISSUES:

TU1 – The Colonial Era and the Nation-Foundation Period: Santiago's Lettered City

TU1 – Objective: Introduction to typical Chilean expressions and vocabulary. Explore the colonial foundation of the country and its capital, and the post-independence nation-foundation process since the early 19th century to the neocolonial period.

TU2 – The Neocolonial Experience: Extractivism, the Export Economy, and the Chilean *Belle Epoque*

TU2 – Objective: Examine the post-Pacific War period, Chile's incorporation to the global market, and the consolidation of an economy based on agrobusiness and extractivism. Analyze the socio-politic and economic impact of these developments, the attendant bourgeois period with its links to the export economy, and the flourishing of the arts.

TU3 – The Popular City: Internal Migration, Public Housing, and the *callampas*

TU3 – Objective: Examine Chile's internal migration and its relationship with the country's political economy. Analyze the



attendant demographic changes and their impact on the capital's rate of urbanization.

TU4 – The Modern City: The Suburbs and the Urban Expansion

TU4 – Objective: Examine the impact of *centralismo* and developmental policies on Chilean society, including the formation of suburbs. Analyze the social development leading to the election of President Allende and the role played by the arts as well as Pinochet's *coup d'état*, and the dictatorship that followed. Examine the cultural expression of popular resistance and the exile experience.

TU5 – The Neoliberal City: Contemporary Urban Trends and Challenges

TU5 – Objective: Examine the long-term impact of neoliberal policies, the Transition period and contemporary challenges. Study how different political economies manifest themselves in the urban configuration of the capital city. Explore the relationship between place and collective memory.

Course Readings and other class materials:

- TU1 [a]** Primary Reading [#]: Isabel Allende, *Mi país inventado* (pp. 1-35)
 Critical Reading [#]: Romero, J.L. "LATINOAMÉRICA EN LA EXPANSIÓN EUROPEA," pp. 21-44.
- TU1 [b]** Primary Reading [#]: Isabel Allende, *Mi país inventado* (pp. 36-80)
 Critical Reading [#]: Romero, J.L. "EL CICLO DE LAS FUNDACIONES," pp. 45-68.
 Recommended reading: [#] Gómez-Moriana, Rafael et.al.



“Valparaíso School of Architecture Dossier,” pp. 382-431.

- TU1 [c]** Primary Reading [#]: Isabel Allende, *Mi país inventado* (pp. 81-115)
Critical Readings [#]: Romero, J.L. “LAS CIUDADES HIDALGAS DE INDIAS,” pp. 69-118.
Audiovisual Materials: films: *La Tierra del Fuego*, dir. Miguel Littin; **or** *La tierra prometida*, dir. Miguel Littin; **or** *La recta provincia*, dir. Raúl Ruiz
- TU2 [a]** Primary Reading [#]: Francisco Coloane, “La Tierra del Fuego”
Critical Reading [#]: Romero, J.L. “LAS CIUDADES CRIOLLAS,” pp. 119-136.
- TU2 [b]** Primary Reading [#]:-Baldomero Lillo, “La compuerta No. 12”
Critical Reading [#]: Romero, J.L. “LAS CIUDADES PATRICIAS,” pp. 205-220.
- TU2 [c]** Primary Reading [#]: María Luisa Bombal, “El árbol”
Critical Reading [#]: Romero, J.L. “LAS CIUDADES BURGUESAS,” pp. 247-307.
Audiovisual Materials: films: *Julio comienza en julio*, dir. Silvio Calozzi; **or** *Sub Terra*, dir. Marcelo Ferrari; **or** *Actas de Marusia*, dir. Miguel Littin
- TU3 [a]** Primary Reading [#]: Pablo Neruda-(poetry selection)
Critical Reading [#]: Romero, J.L. “LAS CIUDADES MASIFICADAS,” pp. 319-339.
- TU3 [b]** Primary Reading [#]: Nicanor Parra, (poetry selection)
Critical Reading [#]: Romero, J.L. “LAS CIUDADES MASIFICADAS,” pp. 340-365.
- TU3 [c]** Primary Reading [#]:-Isabel Allende, *La casa de los*



espíritus (chapters 7-9)

Critical Reading [#]: Romero, J.L. “LAS CIUDADES MASIFICADAS,” pp. 366-389.

Audiovisual Materials: a) films: *El largo viaje*, dir. Patricio Kaulen, **or** *La nana*, dir. Sebastián Silva
b) music: Lucho Gatica and Pedro Messone (selections)

TU4 [a]

Primary Reading [#]: Gabriela Mistral, (poetry selection)

Critical Reading [#]: Ford, Larry, “Architectural Icons and Urban Form. The Power of Place in Latin America,” *Placing Latin America*, edited by Jackiewics and Bosco, 2008, pp. 69-82.

TU4 [b]

Primary Reading [#]: José Donoso, “Una señora”

Critical Reading [#]: Halperin Donghi, Tulio. *Historia contemporánea de América Latina*, Alianza Editorial, 1990 (selection).

TU4 [c]

Primary Reading [#]: Isabel Allende, *La casa de los espíritus* (chapters 10-12)

Critical Reading [#]: Halperin Donghi, Tulio. *Historia contemporánea de América Latina*, Alianza Editorial, 1990 (selection).

Audiovisual Materials: a) films: *Machuca*, dir. Andrés Wood, **or** *Violeta se fue a los cielos*, dir. Andrés Wood, **or** *La batalla de Chile*, dir. Patricio Guzmán
b) music: Víctor Jara, Violeta Parra, Inti Illimani, Los Jaivas (selections)

TU5 [a]

Primary Readings [#]: Diamela Eltit, “Dos lados de La Moneda”; “Cada 20 años”; “Globalización y la producción de la subjetividad”

Critical Reading [#]: Galleguillos, Ximena and Jorge Inzulza. “Configuraciones y significados en fenómenos de diferenciación socioespacial en la estructura urbana de Santiago, Chile.” *Perspectivas*



del estudio de la gentrificación, edited by Víctor Delgadillo et.al., UNAM, 2015, pp. 243-262.

TU5 [b]

Primary Readings [#]: Pedro Lemebel, (chronicle selection)

Critical Readings [#]: de Mattos, Carlos A.

Transformación de las ciudades latinoamericanas: ¿Impactos de la globalización? EURE, vol. 28, núm. 85, 2002.

Herrscher, Roberto. *Periodismo narrativo*. Marea, 2014. (chapter 3)

TU5 [c]

Primary Readings [#]: Alberto Fuguet, “Sobredosis”; “Cortos”

Critical Reading [#]: Rolnik, Raquel. *La guerra de los lugares. La colonización de la tierra y la vivienda en la era de las finanzas*. Descontrol Editorial, 2018, pp. 331-378.

Audiovisual Materials: film: *No*, dir. Pablo Larraín, **or** *Aquí se construye (o Ya no existe el lugar donde nació)*, dir. Ignacio Agüero; **or** *Una mujer fantástica*, dir. Sebastián Lelio
b) music: La Ley, Lucybell and Ana Tijoux (selections)

Course Schedule

Refer to our Carmen course page for up-to-date assignment due dates and further specifications.

Week	Date	Topics/Readings/Assignments	Assessments Due
1	5/13/2026	Introduction to the course	



Week	Date	Topics/Readings/Assignments	Assessments Due
		Introduction to common Chilean expressions and vocabulary Guided tour: Viña del Mar	
	5/14/2026	Class and readings discussion Guided tour: Valparaíso	Assigned readings and class materials TU1[a]
	5/15/2026	Class and readings discussion Itinerary workshop: comparative urban models Guest lecture # 1: “Valparaíso: hill, neighborhood, street, and house”	Assigned readings and class materials TU1[b]
	5/16/2026	Student colloquium in Viña: Contemporary Issues a Binational Perspective Guided tour: The Fonck Museum	DB # 1
	5/17/2026	Guided Tour: Casa Pablo Neruda, Isla Negra, and Central Litoral	Film # 1
2	5/18/2026	Guest lecture # 2: “Human Rights and Housing in Chile:	Assigned readings and class materials TU1[c]



Week	Date	Topics/Readings/Assignments	Assessments Due
		New Policies; Segregation and Integration”	
	5/19/2026	Class and readings discussion Guided Tour: Santiago Historic Center	Assigned readings and class materials TU2[a]
	5/20/2026	Class and readings discussion Guest lectures # 3-4: “Historical perspective I: Colonial and 19 th Century” “Historical perspective II: 20 th and 21 st Centuries”	Assigned readings and class materials TU2[a]
	5/21/2026	Class and readings discussion Team research project	Assigned readings and class materials TU2[b]
	5/22/2026	Class and readings discussion Team research project	Assigned readings and class materials TU2[c] Final project proposal due
	5/23/2026	Guided Tour: The National Museums Tour (Natural History and Pre-Columbian Art)	DB # 2



Week	Date	Topics/Readings/Assignments	Assessments Due
	5/24/2026	Guest lecture # 5: "Chilean film and its socio-political exploration" Guided Tour: La Cineteca Nacional	Film # 2 RE # 2
3	5/25/2026	Class and readings discussion Guest lecture # 6: "Chilean literature and its socio-political exploration"	Assigned readings and class materials TU3[a] ADV # 1
	5/26/2026	Class and readings discussion Guest lecture # 7: "Chile, Architecture and Urbanism: Integration and marginality"	Assigned readings and class materials TU3[a] DB#3
	5/27/2026	Class and readings discussion Guided Tour: Barrios Lastarria y Bellavista	Assigned readings and class materials TU3[b]
	5/28/2026	Class and readings discussion Team research project	Assigned readings and class materials TU3[c]
	5/29/2026	Perspective: Urban Art	PH#1



Week	Date	Topics/Readings/Assignments	Assessments Due
		Guided Tour: Museo a Cielo Abierto	RE # 3
	5/30/2026	Class and readings discussion Off-campus Cultural Activity [Chilean folk music]	Assigned readings and class materials TU3[c]
	5/31/2026	Guided Tours: “Santiago’s Architectural Tour”	Film # 3
4	6/1/2026	Class and readings discussion Team research project	ADV # 2
	6/2/2026	Guest lecture # 8: “Politics, Architecture and Urbanism: crisis, cities and new models” Perspective: City and Sustainable Environment	Assigned readings and class materials TU4[a] DB#4
	6/3/2026	Class and readings discussion Team research project	Assigned readings and class materials TU4[b]
	6/4/2026	Class and readings discussion Guest lecture # 9: “Chile’s literary journalism; the media & the press”	Assigned readings and class materials TU4[c]



Week	Date	Topics/Readings/Assignments	Assessments Due
	6/5/2026	Class and readings discussion Perspective: Migratory Chile; Human rights and Migration	Assigned readings and class materials TU4[c] RE # 4
	6/6/2026	Student colloquium: “The role of im/migration: a comparative binational perspective” Cultural activity: Chilean cuisine	
	6/7/2026	Guided Tour: Museum of Memory and Human Rights and Museum of Contemporary Art	Film # 4 PH # 2
5	6/8/2026	Guest lecture # 10: “Economy: Housing in Chile. Evaluation SDGs United Nations” Perspective: Housing and Cities: New Laws and Policies	UC [draft]
	6/9/2026	Class and readings discussion	Assigned readings and class materials TU5[a]



Week	Date	Topics/Readings/Assignments	Assessments Due
		Guest lecture # 11: “Women’s writing and the urban experience”	
	6/10/2026	Class and readings discussion Team research project	Assigned readings and class materials TU5[b]
	6/11/2026	Class and readings discussion Guest lecture # 12: “Gender, architecture, and urbanism”	Assigned readings and class materials TU5[c]
	6/12/2026	Perspective: Woman: Politics and Society Integrated Experiences Space: Women and Work	PH # 3
	6/13/2026	Student colloquium: “Women and society: a comparative binational perspective”	UC [final]
	6/14/2026	Guided Tour: Cousiño Macul	Film # 5
6	6/15/2026	Final team project presentations	Final project report due
	6/16/2026	Return to Columbus	



THE OHIO STATE UNIVERSITY

College of Arts & Sciences
Department/Center/Institute/Program



Syllabus

SPAN 4798.10

Title of Course:

The Urban Experience in the Spanish-Speaking World [in Spanish]

Summer 2027

3 Credit Hours

Pre-requisite:

Spanish 3403, 3413 or instructor's permission in case of Spanish-speakers from other majors or minors.

Host Institution: Autonomous University of Yucatan [UADY]

Course overview

Instructor

- Name – Ignacio Corona
- Email Address – corona.7@osu.edu
- Phone Number – 2-8617
- Office Hours - M 13:00-14:00 and by appt

Note: During the program, you may contact me in person or by phone, otherwise my preferred method of contact is email.

Course description



This five-week course offers an intensive and extensive practice of Spanish in select cities of the Spanish-speaking world. (The specific locations will vary.) It is designed to facilitate the students' practice and improvement of Spanish by providing full linguistic immersion, with wide-ranging and focused verbal interactions with local scholars, students, government, business and community organization representatives, host families, etc. At the same time, the course introduces students to fundamental aspects of the urban culture of the chosen cities through an intensive cultural itinerary and a rigorous academic program. More specifically, the course will examine the history, culture, society, art scene, and environs of those cities through an interdisciplinary lens. In the process, the students also learn about the country's history, culture, and society from colonial times to the present, including the multicultural and global aspects of such a history.

Course goals and expected learning outcomes

This course is designed to prepare students to be able to do the following:

- 1) The students will learn about [Mérida's] history and its social and cultural characteristics, its physical and economic development, its urban planning and its contemporary challenges through the scholarly and critical perspectives offered by local faculty, researchers, community spoke persons, and through the lived experience and cultural representations they will be presented and be exposed to in the cultural and site-visit program of the course.
- 2) The students will demonstrate their intercultural competency and understanding through a variety of complementary written assignments in the target language, such as a weekly journal, urban chronicles, discussion board entries, short critical essays in which they will compare specific aspects of the urban experience in the chosen city [Mérida, Yucatán] and at home (in the U.S.), and a final personal essay about their own personal experience in that city. These written assignments will reveal the students' level of engagement, learning, and reflection of the course's materials and main theme, and



their construction of meaning of cultural similarities and differences between the visited country and the U.S.

3) The students will investigate and examine a specific topic related to the studied urban experience, formulate a relevant research question and write about it from their own academic specialization. In this small-group research project, they will use local sources of information (i.e., local libraries, government institutions, community centers, museums, cultural organizations, etc.) and secondary sources. The project will be theoretically grounded, and include ethnographic, visual, and dialogic components that will require specific forms of individual engagement as well as formal or semiformal interviews with local informants or specialists in the target language. This project will be presented to the whole class during the final week of the program.

Course Goals	Expected Learning Outcomes
1. This study-abroad course provides an immersive learning experience to students in a Spanish-speaking urban environment in which they will have opportunity to communicate in culturally appropriate ways that are also reflective of an interculturally competent global citizen.	1. Students will actively engage in experiential learning by living in the selected city [Mérida], in-country contact, travelling to other cities within [the Yucatán peninsula], and visiting culturally and historically significant sites. 2. Students will hone their communication skills in Spanish through a diversity of situated contexts, such as class activities, site visits, consultation for their research project, collaborative discussions, and structured and spontaneous verbal interactions with members of the host institution and the local communities. 3. Successful students competently describe and analyze the cultural contexts and expressive manifestations of the local community or communities and compare them with their own. 4. Students navigate cultural differences and demonstrate an understanding of them, being able to cross cultural, ideological, and national boundaries when communicating with the locals, and identifying significant cultural traits



and/or expressive features, values and/or patterns of thought in the local community.

5. Students write self-reflexively and competently about their own personal experience of [Mérida] and the local culture, and articulate how their time abroad has enriched their academic experience by documenting and reflecting upon their experiences in that city through class activities, course requirements, their research project, and by sharing orally and in writing their experience overseas.

2. The course will examine the political, social, economic, and cultural importance of the studied city or cities in a historical perspective, underlying some of its most salient characteristics within a national and/or regional context.

1. Students will gain a foundational knowledge of [Yucatecan] history, culture, and art, and more in-depth knowledge of specific issues such as [Mexico's] political economy, its social and cultural diversity, its geography, and other relevant topics and issues.

2. Successful students will be able to identify some of the most important political and economic factors that have been inextricably linked to the growth of Latin American cities in general, and the one [Mérida] studied in particular.

3. Students will be able to recognize some of the historical factors both external, such as colonialism, neocolonialism and globalization, and within the country, such as internal migration and displacement, that have played a decisive role in the social and material change of Latin American cities, including [Mérida].

4. Students will analyze the transformation of [Mérida's] urban landscape from the 19th century to the neoliberal period, identifying key architectural, infrastructural, and spatial shifts, and its cultural, social, and aesthetic implications.

3. The course will explore the expressive culture of the local community and the

1. Successful students are able to formulate and investigate a research topic related to the studied city [Mérida] or the local urban experience, using primary and secondary sources, and with an ethnographic, visual and dialogic



representation of the urban experience in a diversity of media and cultural production.

component. This research project may match the student's own research interests or academic specialization.

2. Collaborate with other students in carrying out a small-group research project with those characteristics and following the required template, demonstrating methodological rigor and critical insight.

3. Demonstrate analytical and critical interpretive skills when presenting, discussing, or writing about the examined cultural production and the course's content on the urban theme by explaining, among other things, how representations of [Mérida] in literature, film, and visual culture contribute to the construction of [Yucatecan] identity.

4. Apply critical, theoretical and/or methodological frameworks from cultural urban studies, cultural geography, and political economy to examine the relationship between space, power, and identity.

COURSE OUTCOMES

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

- **Analyze** the transformation of [Mérida's] urban landscape in the five studied historical periods, identifying key architectural, infra-structural, and spatial shifts, and its cultural, social, and aesthetic implications as well as the historical and contemporary global forces that contribute to shape Mérida and the country [México's southern region].
- **Interpret and evaluate** primary and secondary sources from multiple disciplines, including history, literature, film studies, cultural geography, cultural studies, urban studies, sociology, and cultural anthropology, to develop a nuanced understanding of the local urban experience, the relationship between space, power, and identity, and the diverse representation of [Mérida's] urban environments.
- **Examine** diverse esthetic, historical, economic, political, and social processes, including migration and international commerce, that have played a role in the shaping of the studied [Mérida's] urban context.



- **Collaborate** on a small-team research-based project that integrates experiential learning, scholarly inquiry, documentation, and which in its final product includes an ethnographic, dialogic, and visual component.
- **Communicate** effectively about complex social and cultural issues in the U.S. and the visited country [México] and its capital city [Mérida] in both informal discussions, in research-related interviews, and in formal settings organized by the host institution, such as lectures, roundtables, and discussion panels.
- **Reflect critically** on lived experiences abroad to develop cultural awareness, self-assessment skills, and informed perspectives on urban history, change, and experience, and the multiple factors and processes that intervene in them.

Mode of delivery

This course is in-person and its format includes a combination of: lectures/colloquia/workshops and service-learning options/discussion sessions supplemented by out-of-class assignments and experiential activities *in situ*.

Credit hours and work expectations

This is a **3-credit-hour course**. According to Ohio State policy (go.osu.edu/credithours), students should expect around 12.5 hours of formalized engagement with the class each week to receive a grade of (C) average. Actual hours spent will vary by student learning habits and the assignments each week.

Participation requirements

Because this is a short-term summer study-abroad program, and a semester-long course is compressed in just five weeks, punctual attendance and engaged and well-prepared participation in all program activities is mandatory. Unexcused absences, repeated tardiness, not meeting the course requirements, lack of discipline or cooperation and/or disruptive behavior will be grounds for failure in the course. Think of this course as a



semester's worth of academic work in a shorter timeframe—your ability to manage independent work is essential to your success. Please keep in mind that the condensed course structure means that you will have course assignments and due dates on both weekdays and weekends.

Course communication guidelines

Writing style

[Your written work must be original, thoughtful, well-executed, and reveal deep preparation. You should take into account that formal aspects of your writing, such as proper grammar usage and expected syntactic conventions, will be evaluated along with the content.]

Citing your sources

[Any quotes, citations, references, and bibliographic information should be listed at the end. For this purpose, you may use the latest version of the MLA Guide

(https://owl.purdue.edu/owl/research_and_citation/mla_style/mla_formatting_and_style_guide/mla_formatting_and_style_guide.html)..]

Course materials and technologies

Textbooks

*All reading materials [#] will be posted on the course's Carmen webpage.

Course technology



[You should have a laptop computer to access Carmen and the readings for the course. The use of the phone is not allowed during formal instruction or during the scheduled program activities.]

Technology support

For help with your password, university email, Carmen, or any other technology issues, questions, or requests, contact the Ohio State IT Service Desk. Standard support hours are available [at it.osu.edu/help](https://it.osu.edu/help), and support for urgent issues is available 24/7.

- Self-Service and Chat support: it.osu.edu/help
- Phone: 614-688-4357(HELP)
- Email: 8help@osu.edu
- TDD: 614-688-8743

Carmen Access

You will need to use BuckeyePass (buckeyepass.osu.edu) multi-factor authentication to access all the readings and some of the audiovisual materials for this course in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you take the following steps:

- Register multiple devices in case something happens to your primary device. Visit the BuckeyePass
- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click **Enter a Passcode** and then click the **Text me new codes** button that appears. This will text you ten passcodes good for 365 days that can each be used once.
- Download the Duo Mobile application to all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service

If none of these options will meet the needs of your situation, you can contact the IT Service Desk at 614-688-4357(HELP) and IT support staff will work out a solution with you.



Grading and instructor response

How your grade is calculated

Category	Percentage
Active oral participation in all class and program activities	16%
Reading introduction	8%
Debate or Roundtable (preparation and participation)	12%
4 Weekly discussion board entries [DB]	(3 % each) 12%
1 Short Urban Chronicle [UC]	10%
3 Photo Blog of Urban Experience entries [PH]	(2 % each) 6%
Small-group final project presentation	5%
Small-group final project report	26%



Category	Percentage
Final personal essay	5%
Total	100%

Description of major course assignments

Assignment #1 Small-group final project

- ELOs [1.2; 2.4-5; 3.1-4]
- Description

[In groups of 2-3, students will collect relevant information about a topic related to the subject of the course and which may also respond to their own specialization or research interests. They will formulate appropriate research questions, a timeline, a collaborative plan, and a list of local resources. The project will require an ethnographic, dialogic, and visual component (i.e., maps, original photography), and documentation of the research done *in situ* and of the consultation and/or interviews with local informants or specialists. A brief (1 pp double-spaced) weekly report of the advance [ADV] of the project will be due on the first class meeting of week 3. Specific examples can be: migration to Mérida; the local health system; environmental organizations; the history of Mérida's Municipal Palace; the city's main festivities or cultural programs; governmental environmental policies; public art projects; the local printed press; recent urban change; non-governmental youth or community social projects; Mérida's main market; the city's main theaters or sports venues; main museums; the local university system, etc. The students will write a detailed report with their findings and present it in class during the



program's final week. This important assignment will closely relate to one or several of the course goals and objectives.]

- **Academic integrity and collaboration guidelines**

[Follow the recommendations and attendant rubric in the Final Project Guidelines in the "Syllabus and Important Documents" module on Carmen.]

Assignment #2 **Weekly discussion board entries**

- **ELOs [1.1-5, 2.1-4; 3.5]**

- **Description**

[Each student is required to complete all reading, viewing, and written assignments before class, as instructed in the study-guide on Carmen, except for the post-class posts in the Discussion threads. These pre and post-class postings typically count for 2-3 points of the final grade. They are intended to initiate or continue a conversation or exploration of a theme and to engage in a critical but respectful dialogue. These entries connect with course goals and objectives of reflecting on the weekly class materials, activities and topics of discussion.]

- **Academic integrity and collaboration guidelines**

[Each post should be between 250-400 words, and some may be in response to other students' posts. Oftentimes there will be a prompt about a specific reading/video that you will have to respond to. In your post, you can also ask specific questions, or invite your classmates to reflect or share their thoughts about any doubts or concerns you may have. Your post can connect that week's readings with your previous experiences, with information discussed before in class, or something you encountered during the trip, etc. You can also share your first impressions about a text or video we have been discussing. Make sure to cite your sources, including page number or a link when applicable. Always be respectful.]



Assignment #3 **Debate or Roundtable (prep. and participation)**

- **ELOs [1.1-5]**
- **Description**

[There will be several debates, colloquia, or roundtables that will count with the participation of students from the host institution. OSU students will be in charge of proposing the specific format for these events and decide on the topics or main issues or questions for discussion. Following the announcement, they will have a week to prepare for the debate or roundtable. Possible topics can be: the state of democracy in both countries; the gendered urban experience; freedoms and civil rights; social challenges in the city; youth culture; local and national politics; local legislation on social media, external and internal migration, etc.]

Assignment #3 **Short Urban Chronicle [2 pp.; single-space]**

- **ELOs [2.3-4, 3.5]**
- **Description**

[Choose a local event, place, social interaction, or occurrence to write a one-page chronicle based on the writing format provided in class. The chronicle will be in Spanish. You will also find further theoretical and methodological guidelines on how to approach this project at our webpage on Carmen. On the dates specified on the calendar, submit your chronicle on the respective folder [UC]. Draft is due on June 6, and the final version on June 11, 2027. You should carefully revise the text's grammar, proper punctuation, and spelling prior to submitting it. The chronicle is worth up to 10% of the final grade.]

- **Academic integrity and collaboration guidelines**

[Follow the recommendations and attendant rubric in the Final Project Guidelines in the "Syllabus and Important Documents" module on Carmen.]



Late assignments

[No late written assignments will be accepted without proper documentation.]

Grading Scale

- 93-100: A
- 90-92: A–
- 87-89: B+
- 83-86: B
- 80-82: B–
- 77-79: C+
- 73-76: C
- 70-72: C–
- 67-69: D+
- 60-66: D
- Under 60: E

Instructor feedback and response time

[Please allow reasonable time (typically 48 hrs.) for your submitted work to be evaluated. Given its brevity, discussion board entries will only be evaluated or receive limited feedback though.]

Preferred contact method:

[Email or WhatsApp text message is preferred, but please feel free to call my personal number any time 24/7 if there is an emergency. **At all times, please communicate with the instructor to let him know of any problem or concern you may have during this study-abroad program and always be on the lookout for any notification from the instructor or OIE should conditions on the ground change.**]

Course Policies & Statements



Please view the Office of Undergraduate Education's [Syllabus Policies & Statements webpage](#) for official course policies 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

Mental Health Abroad

Students receiving counseling or treatment for a mental health condition, or incurring symptoms of stress, anxiety or depression, are encouraged to discuss their education abroad experience with trained medical professionals. Changes in environment, diet, routine and cultural norms can all impact your physical and mental health. In addition compounding factors such as jet lag, culture shock, intercultural adaptation and changes in personal support infrastructure can also adversely impact your well-being. Travelers are encouraged to be proactive in managing their health.

For those currently receiving counseling or treatment, it is advisable to:

1. Discuss. Review your plans for traveling abroad and issues related to cultural adjustment with your mental health professional.
2. Plan. Develop a proactive plan to manage your health while abroad and consider that your support system will change while abroad. Speak with your medical provider about triggers that might influence your mental health and well being. If your medical professional has questions about the resources available, they can contact the Office of International Affairs Global Health and Safety team at ghs@osu.edu.
3. Prescriptions. Some common forms of anti-anxiety medications and psychostimulants prescribed in the United States are unavailable or illegal in certain countries. Please refer to the traveling with [prescription medications section](#) for more information.
4. Continuing Care. An important factor in pre-departure planning is determining the availability of English language medical professionals in your city, region or country abroad. Please contact [Crisis24](#) for more information regarding medical professionals including specialists in mental health and psychiatry.



For those not currently receiving treatment but concerned about managing mental health abroad, Ohio State's [Counseling and Consultation Service \(CCS\)](#) has trained medical professionals who can help. CCS services are free to all currently enrolled Ohio State students for up to 10 sessions per academic year. Appointments can be [scheduled](#) by calling +1 614-292-5766. Prepare to schedule this conversation at least two to three months before planning to travel abroad.

Course Structure

THEMATIC UNITS, TOPICS & ISSUES:

TU1 – The Ancient Maya City

- TU1 – Objective: Examine the foundation of the ancient Mayan city of T'ho and the complexities of Maya culture and society; analyze how the astonishing technical achievements of one of the world's greatest ancient civilizations influenced in the characteristics of such a city in the late Classic period.

TU2 – The Colonial Re-foundation of the City

- TU2 – Objective: Examine why the colonizers decided to establish a political and administrative presence and capitalize on the existing infrastructure of the Mayan city. Focus on the legacy of the colonial foundation of Mérida, after Mérida in Extremadura, Spain, and how it marked a significant turning point in the history of the Yucatán, replacing the Mayan conception of the urban with a Spanish colonial city.

TU3 – “La ciudad blanca” [The White City]: Extractivism, the Export Economy, and the *Divine Caste*

TU3 – Objective: Examine the conformation of the first suburbs in the capital city with its links to a booming export economy, the adoption of a French style in the local architecture as well as in the



urban transformation of the city with the unprecedented addition of roundabouts and boulevards.

TU4 – The Postrevolutionary City and the Nationalist Turn

TU4 – Objective: Examine the profound impact of the Mexican Revolution (1910) and the ensuing policy of cultural nationalism cultural during the first half of the 20th century; analyze the radical change of aesthetics in public buildings and the transformation of the city following the breakdown of the hacienda system. Analyze the attendant demographic changes and their impact on the capital's rate of urbanization.

TU5 – The Modern City and the Third Globalization

TU5 – Objective: Examine the historical impact of both mixed economic regimes and neoliberal policies since the second half of the 20th century to the present and the urban configuration of a modern and, subsequently, neoliberal city in the Yucatecan capital; identify and study the physical, social and cultural manifestations of such epochal changes in the city.

Course Readings and other class materials:

TU1 [a]

Primary Readings: [#]: *Popol Vuh*

Critical Readings: [#] Romero, J.L. “LATINOAMÉRICA EN LA EXPANSIÓN EUROPEA,” pp. 21-44.

Audiovisual Materials: films: *Popol Vuh: Creation Myth of the Maya*, dir. Patricia Amlin [60’]; “The Red Queen – A Mayan Mystery” < <https://youtu.be/Pf8LtqxDnEw> > OR “Mysteries of the Ancient Maya Civilization” < <https://www.youtube.com/watch?v=JmhHaJZuJIo> >



- TU1 [b]** Primary Readings: [#] Fray Diego de Landa, *Relación de las cosas de Yucatán* (selección)
Critical Readings: [#] Romero, J.L. "EL CICLO DE LAS FUNDACIONES," pp. 45-68.
[#] Castañeda, Q. "The Aura of Ruins," pp. 453-467.
Audiovisual Materials: films: *Apocalypto*, dir. Mel Gibson [90']
- TU1 [c]** Primary Readings: [#] John L. Stephens, *Incidents of Travel in Yucatan* (chapters IV and XIV)
Critical Readings: [#] Romero, J.L. "LAS CIUDADES HIDALGAS DE INDIAS," pp. 69-118.
Audiovisual Materials: film: "Cracking the Maya Code," dir. David Lebrun [54']
- TU2 [a]** Primary Readings: [#] Hernán Lara Zavala, *Península, Península*, pp. 11-56.
Critical Readings: [#] Romero, J.L. "LAS CIUDADES CRIOLLAS," pp. 119-136.
[#] Joseph, Gilbert M., "The Early Expansion of Commercial Agriculture and Its Consequences (c. 1750-1880)," pp. 25-52.
- TU2 [b]** Primary Readings: [#] Hernán Lara Zavala, *Península, Península*, pp. 57-109.
Critical Readings: [#] Romero, J.L. "LAS CIUDADES PATRICIAS," pp. 205-220.
[#] Turner, John Kenneth. "The Slaves of Yucatan," pp. 1-36.
- TU2 [c]** Primary Readings: [#] Hernán Lara Zavala, *Península, Península*, pp. 111-166.
[#] García-Moreno, Silvia. "Gods of Jade and Shadow" (excerpt)
Critical Readings: [#] Romero, J.L. "LAS CIUDADES BURGUESAS," pp. 247-307.



Audiovisual Materials: Film: *Entre Dos Mundos*, dir. Fernando Gonzáles Sitges [52']; *The Caste Wars of Yucatán*, (30'); Video-lecture: *Caste War of Yucatán*, Prof. Rajeshwari Dutt < <https://www.youtube.com/watch?v=phUN9jCqUIs> >;

TU3 [a] Primary Readings: [#] Hernán Lara Zavala, *Península*, *Península*, pp. 167-215.
Critical Readings: [#] Romero, J.L. "LAS CIUDADES MASIFICADAS," pp. 319-339.

TU3 [b] Primary Readings: [#] Hernán Lara Zavala, *Península*, *Península*, pp. 219-259.
Critical Readings: [#] Romero, J.L. "LAS CIUDADES MASIFICADAS," pp. 340-365.
[#] Smith, Stephanie, "'If Love Enslaves Love Be Damned!': Divorce and Revolutionary State Formation in Yucatan," pp. 99-111.

TU3 [c] Primary Readings: [#] Hernán Lara Zavala, *Península*, *Península*, pp. 261-303.
Critical Readings: [#] Romero, J.L. "LAS CIUDADES MASIFICADAS," pp. 366-389.
[#] Redfield, Robert. "Culture Changes in Yucatan," pp. 57-69.
Audiovisual Materials: films: *Mexico: The Frozen Revolution*, dir. Raymundo Gleyzer (selections); *Henequen*, Dir. Kim Ho-sun (150')
< <https://www.youtube.com/watch?v=VM9Jyupusg8> >

TU4 [a] Primary Readings: [#] Hernán Lara Zavala, *Península*, *Península*, pp. 305-349.
Critical Readings: [#] Herrscher, Roberto. *Periodismo narrativo* (chapter 3).

TU4 [b] Primary Readings: [#] Hernán Lara Zavala, *Península*, *Península*, pp. 351-368.



[#] Hernán Lara Zavala, “Morris,” *De Zitilchén*, pp. 33-40.

Critical Readings: [#] Re Cruz, A. “Chan Kom Tourism and Migration in the Making of the New Maya Milpas.” Baklanoff and Moseley, pp. 134-146.

TU4 [c]

Primary Readings: [#] Gabriel Vázquez, *Recuerdo de Cancún* (“Día 205,” “Día 10950,” “Despedida”)

Critical Readings: [#] Pi-Sunyer, O. “Space, Power, and Representation in Yucatán.”

Audiovisual Materials: a) films: *Qué viva Mexico!*, dir. Sergei Einsestein (selection); *La diosa impura*, dir. Armando Bó (87’)

TU5 [a]

Primary Readings: [#] Silvia Moreno-García, *La hija del Doctor Moreau* (selection)

Critical Readings: [#] Moseley, Edward and Helen Delpar, “Yucatán’s Prelude to Globalization” Blakanoff and Moseley, pp. 20-41.

TU5 [b]

Primary Readings: [#] Marisol Ceh Moo, *X-Teya, u puksi ‘ik’al ko’olel* (selection)

Critical Readings: [#] Levi & Bruhn, “The State and the Market,” pp. 149-179.

[#] Ramírez, L. A. “A Wheel of Fortune: Yucatán’s Entrepreneurial Elite...” Baklanoff and Moseley, pp. 69-91.

TU5 [c]

Primary Readings: [#] Briceida Cuevas Cob (poetry selection); Jorge Miguel Cocom Pech (poetry selection); José Natividad Ic Xec (chronicle)

Critical Readings: [#] Cornejo Portugal, Inés & Patricia Fortuny Loret de Mola, “Established and Recent Young Maya Immigrants; A Paradox Concerning their Wellbeing,” pp. 1-28.

Audiovisual Materials: films: *Slaughter-land*, dirs.



Patricio Eleisegui and Maricarmen Sordo [9'] <
<https://vimeo.com/1107848902> > and Teene' Maayaen, dir.
Varial Cedric Houin <
<https://www.youtube.com/watch?v=lSqCfNGww9o> >.

Course Schedule

Refer to our Carmen course page for up-to-date assignment due dates and further specifications.

Week	Date	Topics/Readings/Assignments	Assessments Due
1	5/11/2027	Introduction to the course and the cultural program “Blanca Mérida” Guided tour: Mérida Downtown; bici-ruta or wawa	
	5/12/2016	Class and readings discussion Guided tour: Dzibilchaltún Archeological Site	Assigned readings and class materials TU1[a]
	5/13/2027	Class and readings discussion Guest lecture # 1: “Ancient Maya cities” (Prof. Larissa Alvarez)	Assigned readings and class materials TU1[b]



Week	Date	Topics/Readings/Assignments	Assessments Due
	5/14/2027	Class and readings discussion Pok Ta Pok reenactment	Assigned readings and class materials TU1[c]
	5/15/2027	Student colloquium: Contemporary Issues: A Binational Perspective	Film # 1
2	5/16/2027	Guided Tour: Uxmal and Kabah Archeological sites; Ecomuseum of Cocoa	DB # 1
	5/17/2027	Class and readings discussion Guest lecture # 2: “Colonial Legacies and Maya Culture Today” (Prof. Fco. Fernández Repetto)	Assigned readings and class materials TU2[a]
	5/18/2027	Class and readings discussion Guided Tour: Colonial Mérida	Assigned readings and class materials TU2[a]
	5/19/2027	Class and readings discussion Team research project	Assigned readings and class materials TU2[b]
	5/20/2027	Class and readings discussion Team research project	Assigned readings and class materials TU2[c]



Week	Date	Topics/Readings/Assignments	Assessments Due
			Group project proposal due
	5/21/2027	Class and readings discussion Guided Tour: Maya World Museum and Macay Museum	Assigned readings and class materials TU2[c] DB # 2
	5/22/2027	Team research project Cultural activity: UNESCO-World Intangible Heritage Intangible: Maya Cuisine at Los Dos Cooking School	Film # 2
3	5/23/2027	Guided Tour: Haciendas Sotuta de Peón, Yaxcopoil, and San Pedro Ochil	ADV # 1
	5/24/2027	Class and readings discussion Guest lecture # 3: “Conservation of Architectural Heritage” (Dr. Josep Ligorred Perramón)	Assigned readings and class materials TU3[a] DB#3
	5/25/2027	Class and readings discussion Guided Tour: Izamal and Maya cemeteries	Assigned readings and class materials TU3[a]



Week	Date	Topics/Readings/Assignments	Assessments Due
	5/26/2027	Class and readings discussion Team research project	Assigned readings and class materials TU3[b]
	5/27/2027	Class and readings discussion Team research project	Assigned readings and class materials TU3[c] PH#1
	5/28/2027	Class and readings discussion Cultural Activity: Jarana and Nueva Trova at Plaza de Santa Lucía	Assigned readings and class materials TU3[c] Film # 3
	5/29/2027	Student Colloquium: Binational Perspectives on Modernity and Tradition Team Research Project	ADV # 2
4	5/30/2027	Guest lecture # 4: “Politics, Architecture and Urbanism in Mérida and the Yucatán Peninsula” (Prof. Rubí Elina Ruíz y Sabido) Guided Tour: Paseo Montejo mansions, monuments, and architectural quirks	PH # 2



Week	Date	Topics/Readings/Assignments	Assessments Due
	5/31/2027	Class and readings discussion Guest lecture # 5: “Immigration to Mérida” (Prof. Patricia Fortuny)	Assigned readings and class materials TU4[a]
	6/1/2027	Class and readings discussion Team research project	Assigned readings and class materials TU4[b]
	6/2/2027	Class and readings discussion Team research project	Assigned readings and class materials TU4[b]
	6/3/2027	Guest lecture # 6: “Ecotourism and sustainability efforts in the Yucatan” at CDAS, Parque Científico y Tecnológico de Yucatán (Prof. Mariano Escobedo) Team research project	UC [draft]
	6/4/2027	Guided Tour: Cancún	Film # 4
	6/5/2027	Guided Tour: Playa del Carmen	



Week	Date	Topics/Readings/Assignments	Assessments Due
5	6/6/2027	Guided Tour: Tulum and Cobá Guest lecture # 7: “City and Sustainable Environment” (Prof. Eduardo Seijo)	Assigned readings and class materials TU4[c] DB#4
	6/7/2027	Guided Tour: Valladolid, Convent of San Bernardino de Siena, and Chichén Itzá	Assigned readings and class materials TU5[a]
	6/8/2027	Class and readings discussion Team research project	Assigned readings and class materials TU5[b]
	6/9/2027	Class and readings discussion Guest lecture # 8: “Real Estate Boom and New Architectural Trends” Prof. Rubí Elina Ruíz y Sabido)	Assigned readings and class materials TU5[b] PH # 3
	6/10/2027	Class and readings discussion Team research project	Assigned readings and class materials TU5[c]
	6/11/2027	Class and readings discussion Team research project	Assigned readings and class materials TU5[c] Film # 5



Week	Date	Topics/Readings/Assignments	Assessments Due
	6/12/2027	Student colloquium: “Women and society: a comparative binational perspective”	UC [final]
6	6/13/2027	Final team project presentations	Final project report due
	6/14/2027	Return to Columbus	