

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 3798.30
Course Title Spain in the World, The World in Spain: Global Cities, Past and Present
Transcript Abbreviation SpainGlobalCities
Course Description Anchored in Madrid, this course examines how Spanish urban environments are shaped past and present by a range of economic, cultural, political, and social networks within and beyond Iberia. The course combines in-country experiential learning with academic study to explore the city's histories and contemporary transformations with particular attention to its multicultural and global dimensions.
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 No
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
Exclusions Taught in English. Does not apply to Spanish Major or Minor programs.
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

Lived Environments

Course Details

Course goals or learning objectives/outcomes

- Analyze historical and contemporary forces that shape Madrid and the Basque Country as interconnected global regions.
- Interpret & evaluate primary and secondary sources from multiple disciplines, including history, cultural studies, urban studies, and cultural anthropology, to develop a nuanced understanding of the form and evolution of Spanish urban environments.
- Examine dynamics of topics including migration, identity, and urban transformation in Madrid, Bilbao, and comparable urban contexts.
- Collaborate on a research-based project that integrates real-world observation, experiential learning, and scholarly inquiry.
- Communicate effectively about complex social and cultural issues in Spain in both informal discussions and formal written or multimedia formats.
- Reflect critically on lived experiences abroad to develop cultural awareness, selfassessment skills, and informed perspectives on global interconnection.

Content Topic List

- Madrid and nearby cities' role as a religious and cultural crossroads from the medieval era to the present
- Spanish imperialism and its expressions in the built environment
- Iberian regional cultures
- the history and impact of the Spanish Civil War and dictatorship
- Spain's transition to democracy and postdictatorial development
- Contemporary debates around migration, gentrification, and globalization

Sought Concurrence

No

Attachments

- Spanish 3798.30_GE.pdf: syllabus
(Syllabus. Owner: Sanabria, Rachel A.)
- Lived Environments GE.pdf: LE Themes Form
(Other Supporting Documentation. Owner: Sanabria, Rachel A.)
- 3798.30 Contact Hours Breakdown.docx: Contact Hours
(Other Supporting Documentation. Owner: Sanabria, Rachel A.)

Comments

COURSE REQUEST
3798.30 - Status: PENDING

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

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Sanabria, Rachel A.	11/06/2025 08:53 AM	Submitted for Approval
Approved	Sanabria, Rachel A.	11/06/2025 08:53 AM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	11/10/2025 09:44 AM	College Approval
Pending Approval	Jenkins, Mary Ellen Bigler Neff, Jennifer Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	11/10/2025 09:44 AM	ASCCAO Approval

This 3-credit-hour course has the following contact hours:

- Formalized instruction: 24 hours

Class meetings, guest lectures, and guided discussions led by Ohio State faculty and local experts in Madrid and the Basque Country, including the final student presentation and discussion session .

- Structured educational activities: ≈ 101 hours

Field-based, faculty-designed learning directly linked to course content—guided neighborhood and museum visits, walking tours, dance and cooking classes, student-led assignments, group-project fieldwork, and full-day excursions in Toledo, Segovia, Bilbao, and San Sebastián.

- Total contact hours: ≈ 125 hours

Breakdowns:

— The 24 hours of formalized instruction meet the Ohio Board of Regents standard of 12.5 hours per credit.

— The 101 hours of structured educational activity meet the education-abroad guideline of 25 hours per credit.

— Together these provide the equivalent of 3 semester credit hours (≈ 125 total hours), consistent with the university-wide credit-allocation framework for education-abroad programs.

SPAIN IN THE WORLD, THE WORLD IN SPAIN

Global Cities, Past and Present

CONTACT INFORMATION

Resident Director:

Dr. Catalina Iannone (she/her)
Iannone.12@osu.edu

Assistant Resident Director:

Ohio State University Security Services:

24 Hour Emergency Contact

614-292-6677 (use 001 area code when calling outside of the United States)

Host Institution:

COURSE DESCRIPTION

Through an immersive, cross-disciplinary approach enhanced by real-world exploration, this course offers students a unique opportunity to examine how Spanish urban environments are shaped past and present by a range of economic, cultural, political, and social networks within and beyond Iberia. Anchored in Madrid for the majority of the program, the course combines experiential learning with academic study to explore the city's histories and contemporary transformations through site visits, lectures by local experts, and on-the-ground experiences, with particular attention to its multicultural and global dimensions. Topics include Madrid and nearby cities' role as a religious and cultural crossroads from the medieval era to the present, Spanish imperialism and its expressions in the built environment, Iberian regional cultures, the history and impact of the Spanish Civil War and dictatorship, Spain's transition to democracy and post-dictatorial development, and contemporary debates around migration, gentrification, and globalization. As a point of comparison, we will also travel to the Basque Country, where students will engage with these and additional social, political, and cultural dynamics that shape urban life in cities such as Bilbao and San Sebastián. The language of instruction for this course is English.

EXPECTED LEARNING OUTCOMES

GE Theme: 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.

Course connection

This course examines Madrid as a “Global Crossroads”: a dynamic urban environment shaped by centuries of political, economic, cultural, and social intersections. Anchored in Madrid for most of the four-week study abroad session, students engage directly with the city’s built, cultural, and natural environments through site visits, guided tours, and lectures. Select excursions to Castilla y León and the Basque Country provide comparative perspectives that enrich our understanding of Madrid’s place within broader Spanish and global contexts. Throughout the course, we analyze how historical legacies and contemporary forces such as imperialism, migration, and globalization have transformed urban landscapes. Academic study is integrated with real-world observation, fostering critical reflection on how humans shape, perceive, and interact with their environments over time.

COURSE OUTCOMES

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

- Analyze historical and contemporary forces that shape Madrid and the Basque Country as interconnected global regions.
- Interpret and evaluate primary and secondary sources from multiple disciplines, including history, cultural studies, urban studies, and cultural anthropology, to develop a nuanced understanding of the form and evolution of Spanish urban environments.
- Examine dynamics of topics including migration, identity, and urban transformation in Madrid, Bilbao, and comparable urban contexts.
- Collaborate on a research-based project that integrates real-world observation, experiential learning, and scholarly inquiry.
- Communicate effectively about complex social and cultural issues in Spain in both informal discussions and formal written or multimedia formats.
- Reflect critically on lived experiences abroad to develop cultural awareness, self-assessment skills, and informed perspectives on global interconnection.

COURSE MATERIALS

All readings and course materials will be posted on Carmen. Students are asked to purchase a notebook for their field journal.

COURSE STRUCTURE AND TIME MANAGEMENT

This 3-credit hour course is delivered in a condensed, four-week study abroad format, combining instructor-led sessions with experiential, place-based learning outside the traditional classroom. Students will engage in learning through guest lectures, site visits, walking tours, and structured independent assignments such as student-led activities, reflection writing, and field journaling. With limited formal classroom time and a full schedule of daily activities, the course moves quickly and requires consistent preparation and active participation. You are expected to complete readings, writing, and final assignments on your own time, and to arrive at each session ready to engage fully. 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 ASSIGNMENTS

Class participation 15%

Participation is a crucial part of your learning in this immersive, place-based course. It includes your consistent attendance, punctuality, and thoughtful engagement in all scheduled class sessions, site visits, lectures, and discussions. You are expected to come to all course sessions prepared, having completed assignments, and to contribute meaningfully—both by offering your own insights and by listening actively and respectfully to your peers, instructors, and guest speakers. Participation also includes informal moments of learning, such as asking questions during site visits, contributing to small-group activities, active listening and notetaking during guest lectures, and taking initiative in reflection sessions. Your use of technology, too, is part of your participation grade: phones and devices should only be used during course activities

when relevant and permitted and should never detract from your attention or the collective learning environment. A brief mid-course check-in will provide you with space to reflect on course progress as well as receive individualized feedback and a provisional score to consider going forward.

Field Journal 16%

As part of your experiential learning and critical engagement with the course, you will keep a Field Journal during the program. This should be a physical notebook (handwritten unless accommodations are needed), where you record your observations, reactions, and reflections about site visits, lectures, cultural experiences, and other daily encounters. You may include sketches, maps, clippings, or ephemera to support your entries. Detailed guidelines for preparing and maintaining your field journal will be posted on Carmen.

At different stages in the course, students will scan and submit entries from their journal (see calendar), accompanied by a typed note contextualizing them. These submissions will be evaluated for depth of engagement, originality, and connection to course materials. Detailed parameters for this assignment will be posted on Carmen.

Reading Bridge 3%

To foster meaningful connections between our readings and on-the-ground experiences, each student will be responsible for completing one Reading Bridge during the program. For your assigned day, you will prepare a short (1–2 minute) informal intervention designed to highlight a key idea, raise a question, or connect the pre-class reading or video to the day's activities.

Reading Bridges will typically be shared at the start or end of a relevant class session, site visit, or activity. They are meant to be mobile and flexible, and may take the form of a brief explanation, a question for the group, a short quotation and reflection, or a suggested connection to what we are about to see or have just experienced. Detailed guidelines and examples will be posted on Carmen.

Student-Led Assignments (x4) 20%

You will complete a series of individual and small group assignments during the program that facilitate experiential engagement with Spain's multicultural present and layered histories. Detailed guidelines for each student-led assignment will be posted on Carmen, and will prompt you to draw from assigned readings, lectures, and visits for completion.

Discussion Board Posts (x2) 14%

Discussion board activities will serve as a space for students to reflect on course activities, ask questions, and further understanding of course materials. You will be assigned two discussion board assignments during the course, which will prompt you to synthesize information across readings and course activities and ask and answer questions of one another. Detailed guidelines for each discussion board post will be posted on Carmen.

Group Project and Presentation 20%

This group project provides space for you to focus on one or more of the course's major themes—migration, imperial history, urban transformation, multiculturalism, global networks,

etc.—through a focused, student-designed case study grounded in your experiences in Spain. Your task is to research, analyze, and present to the class your group’s findings on a cultural site, social phenomenon, or local issue in either Madrid or the Basque Country that is of particular interest to you and reflects or challenges the narratives explored in our readings, lectures, and site visits. In working toward the project, you will complete a series of milestones, including developing a project proposal, conducting independent and group research and fieldwork, crafting an annotated bibliography, and reflecting on your role in the assignment. Detailed guidelines for each stage of this project will be available on Carmen.

Reflection paper 10%

The final reflection paper is your opportunity to synthesize what you have learned intellectually, culturally, and personally throughout the course of your time abroad. In this assignment, you will reflect on specific experiences during the course that enriched your academic understanding of Spain and informed your intercultural awareness. Detailed guidelines for this assignment will be posted on Carmen.

Assignment / Activity	ELO(s) Supported	Description of Connection
Reading Bridges	1.1, 2.1, 3.2	Link key concepts from readings to site visits; synthesize theory and observation.
Student-Led Assignments	1.1, 2.1, 3.1, 4.1	Apply scholarly frameworks to on-the-ground exploration; interpret environmental features in context.
Field Journal	2.1, 2.2, 3.2, 4.2	Document and reflect on observations; connect lived experience to academic content.
Discussion Board Posts	2.1, 4.1	Synthesize perspectives from readings, lectures, and experiences; respond to peers.
Group Project & Presentation	1.2, 2.1, 3.1, 4.3	Conduct in-depth research integrating fieldwork and scholarship; critique dominant narratives.
Final Reflection Paper	2.2, 4.2	Synthesize intellectual and personal growth; analyze own perceptions and representations.
Site Visits & Guest Lectures	3.1, 3.2, 4.1, 4.3	Provide direct engagement with contested spaces, historical sites, and expert perspectives.

GRADING SCALE

Numerical Grade

93-100

90-92.99

87-89.99

83-86.99

80-82.99

77-79.99

73-76.99

70-72.99

67-69.99

65-66.99

Less than a 65

Letter grade

A

A-

B+

B

B-

C+

C

C-

D+

D

E

COURSE POLICIES**Attendance**

Because 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 ten-point 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

Your participation in this course implies a commitment to being part of a meaningful learning community. As we engage with unfamiliar places, cultural practices, and social histories, it is essential that we approach each other, our hosts, and the materials we encounter with curiosity, openness, and respect. This course invites deep and critical thinking about complex topics including, but not limited to, colonialism, migration, race, gender, and urban inequality, many of which may be unfamiliar, uncomfortable, or challenging subjects.

Our shared learning spaces whether in the classroom, during site visits, or in informal group settings are spaces for thoughtful and civil dialogue. You are expected to listen actively, contribute generously, and respect the lived experiences and perspectives of others, even when they differ from your own. We all contribute to shaping a respectful and inclusive group dynamic. Disrespectful behavior toward peers, guest speakers, instructors, and/or members of the local community will not be tolerated and may result in removal from course activities.

Technology

In this class we will spend the majority of our time engaged in activities that depend upon you being present and attentive to one another and to the topics and texts we will study. While digital devices such as laptops, tablets, and phones are effective tools, they often distract from the task at hand. Please read my device policy on Carmen, designed to support your attention to one another and to the course material. In short, certain devices are permitted in the classroom at designated times, otherwise they are expected to be put away so as not to disrupt your learning and that of your classmates.

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.

Late Assignments

Given the pace of the course, late work is accepted at a penalty of 25% per day for up to two days past the deadline. Assignments will not be accepted after this window. If you missed or will miss a deadline due to an emergency please communicate with me as soon as possible, and I will ask for documentation if necessary.

Intellectual Integrity

Academic honesty is expected from all members of the community at The Ohio State University. Consequently, all work submitted in this course must be of your own thought and effort. Representing work as your own when it is not a result of such thought and effort is a violation of our code of academic integrity and will result in penalization.

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the [Code of Student](#)

Conduct.

Responsible use of Generative AI tools

Students must be aware of the potential benefits and limitations of using AI as a tool for learning and research. While AI systems can provide helpful information or suggestions, they are not always reliable or accurate, and excessive use may impact problem solving and critical thinking abilities. In this course, you may be prompted to use generative AI tools (such as ChatGPT) to think critically about these possibilities and limitations. In the case this arises, you will be informed as to when and how these tools will be used, along with guidance for attribution if/as needed. Beyond these assignments, use of generative AI tools as a substitute for your own work constitutes plagiarism and will be treated as such. In addition to being an academic integrity violation, using AI in this way undermines your ability to develop the essential skills for your success within and beyond this course, from your ability to communicate effectively on your own, to the critical thinking and writing skills necessary for academic and professional success.

STATEMENTS

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.

Office of Undergraduate Education Syllabus Statements

Please visit [this link](#) to review university-wide policies on:

- Academic Misconduct
- Student Life - Disability Services
- Religious Accommodations
- Intellectual Diversity

ACADEMIC PROGRAM SCHEDULE* *subject to change		READINGS AND ASSIGNMENT DEADLINES
Monday, May 12: Travel to Madrid		
Fly to Madrid from Columbus, arrive early Monday morning		Syllabus Quiz and Survey due by 5:00pm EST
Tuesday, May 13: Arrival and Acclimation in Madrid		
Morning	Pickup at Madrid Barajas	
11:00-16:00	Onsite Orientation, Welcome Lunch, Students Travel to Homestays (Taxi Recommended)	
Evening	Free evening - Pack water bottle and snacks if you think you'll get hungry before the lunch break tomorrow	
Wednesday, May 14: Introduction to Madrid as a Global Crossroads		
10:00-12:00	Class meeting	1. "A City Remembered, A City Imagined," <i>Madrid, A New Biography</i>
11:30-14:15	"Madrid of 3 Cultures" Guided Tour	
Afternoon	Lunch on your own (recommendations during tour) Time to explore, familiarize yourself with city center and metro system	
Evening	Free evening - Pack water bottle for tomorrow's trip to the Pradera	
Thursday, May 15: The Past and Present of San Isidro		
10:00	On-Site Class Meeting: Fair of San Isidro (free entry) Meeting Point @ 10:00am: Torreones Statue, Puente de Toledo Metro: Marqués de Vadillo	2. "San Isidro: Complete Guide to Madrid's Biggest Festival"
Afternoon	Student-Led Assignment 1: San Isidro Scavenger Hunt	
Evening	Free evening, take advantage of the San Isidro events around the city!	
Friday, May 16: The Origins of a Capital City		Deadline: Submit Scavenger Hunt Activity by 9:00pm
11:45	Guided Visit to Museo de la Historia de Madrid Meeting Point: Museum Main Entrance @ 11:45am Closest Metro: Tribunal	3. "Heaven and Earth" <i>Madrid, A New Biography</i>
Afternoon	Free afternoon and evening	
Saturday, May 17: Rest and Catch-Up Day		Deadline: Whatsapp Check-In 1 by 9:00pm
	Free Time	
Sunday, May 18: El Rastro		

	Student-Led Assignment 2: El Rastro	
Monday, May 19: Madrid as an Imperial Center		Deadline: Rastro Assignment by 9:00pm
10:00-12:00	Class meeting	4. "Introduction" <i>The Rise and Fall of the Spanish Empire</i> , and 5. "History of Madrid" Encyclopedia Britannica Reading Bridge 1
Afternoon	Free Time for Lunch	
14:30	Madrid de los Austrias Walking Tour	
Tuesday, May 20: Madrid in the 20th Century		
10:00 -12:00	Guest Lecture "Spain's Civil War and Madrid in the Franco Era"	6. "The Battle for Madrid, 1936"
Afternoon	Independent Activity: Visit Parque del Oeste and Moncloa	
Evening	Free Evening – Pack snacks and water for Toledo	
Wednesday, May 21: Toledo Day Trip		
9:15am	Depart for Toledo Meeting Point: Outside of <i>Bar El Brillante</i> Plaza Emperador Carlos V, 8 Closest Metro: Estación del Arte	7. "Introduction" <i>A Companion to Medieval Toledo</i> Reading Bridge 2
Morning	Mezquita del Cristo de la Luz Sinagoga del Tránsito Museo Sefardí	
Afternoon	Lunch on your own Cathedral Tour	
16:30	Depart Toledo for Madrid	
Thursday, May 22: Market Culture, Past and Present		Deadline: Discussion Board # 1 by 9:00pm, Select Final Project Groups
10:00am-11:50am	Class Meeting	8. Selection from "Markets and the Limits of Opposition," <i>Cities Beyond Crisis</i> , 9. "The Story of the First Supermarket" Reading Bridge 3
11:50am-12:00	Break	
12:00-13:30	Mercado de la Cebada Guided Activity	
Afternoon	Lunch on your own	
Evening	Free Evening	
Friday, May 23: Madrid in the Transition and Cooking Class		Deadline to sign up for Madrid Bucket List Assignment 9:00pm
11:50am	Guest Lecture: Madrid in the Transition and the Movida Meeting Point: In front of Café Comercial @11:50am Closest Metro: Bilbao	10. "Historical Overview" <i>Food Culture in Spain</i> Reading Bridge 4

Afternoon	Free Afternoon	
18:45-21:00	Cooking Lesson	
Saturday, May 24: Café Culture		Deadline: Discussion Board #1 Part 2 by 9:00pm
17:00	Class <i>merienda</i>	11. “The Comercial and the Gijón: Café Society” <i>Madrid: A Cultural and Literary Companion</i> Reading Bridge 5
Sunday, May 25: Rest and Catch-Up Day		Submit Mid-Course Reflection by 9:00pm
	Free Time	
Monday, May 26: Flamenco Lesson		
Morning	Free Morning	
14:45-16:30	Visit to <i>Centro de arte flamenco y danza española Amor de Dios</i> Flamenco history and dance class <ul style="list-style-type: none"> You will be dancing! Please bring water and wear comfortable workout clothes. If you have shoes with leather bottoms, please wear them instead of sneakers with rubber soles 	
Evening	Free Evening	
Tuesday, May 27: Madrid as an International Crossroads		Deadline: Field Journal Check-In 1 by 9:00pm
10:00-12:00	Guest Lecture: Immigration in Spain and Madrid	12. “Introduction” <i>Toward a Multicultural Configuration of Spain: Local Cities, Global Spaces</i>
Afternoon	Student-Led Assignment 3: Madrid as an International Crossroads	
Evening	Free Evening	
Wednesday, May 28: Segovia Day Trip		Deadline: Group Presentation Proposal by 9:00pm
9:15	Depart for Segovia Meeting Point: Outside Bar El Brillante @ 9:15am	13. “Castilla y León”, 14. “Old Town of Segovia and its Aqueduct” Reading Bridge 6
Thursday, May 29: Regional Cultures Within and Beyond Madrid		International Crossroads Assignment due by 9:00pm
10:00-12:00	Class Meeting	15. “National and Regional Identity in Spain” Reading Bridge 7
Afternoon	Lunch on your own	
17:30	Visit to <i>Centro Asturiano</i>	

Friday, May 30: El Prado		Deadline: Bucket List Plan by 9:00pm
Morning	Guided Visit to El Prado Meeting Point: Goya Entrance (North Entrance) Closest Metro: Paseo del Arte and Banco de España	16. “Inside Madrid: The Prado” Reading Bridge 8
Afternoon	Free Afternoon <ul style="list-style-type: none"> This is a good time to get together with your group to work on your project 	
Evening	Free Evening	
Saturday, May 31: Independent Day		Deadline: Whatsapp Check-In 2 by 9:00pm
	Student-Led Assignment 4: Madrid Bucket List	
Sunday, June 1: Independent Day		
	Student-Led Assignment 4: Madrid Bucket List	
Monday, June 2: Contemporary Urban Debates		
10:00-11:45	Class Meeting	Read: 17. “Vision and Opposition: Mapping Lavapiés,” <i>Cities Beyond Crisis</i> Reading Bridge 9
11:45	Break	
12:00	Lavapiés Cultural Association Visit	
Tuesday, June 3: A Different Type of Cultural Crossroads: País Vasco		Deadline: Bucket List Assignment by 9:00pm
10:00-12:00	Class Meeting	18. “From Everywhere and Nowhere all at Once”
Afternoon	Free Afternoon <ul style="list-style-type: none"> Please use this time to work on your group projects 	
Evening	Free Evening	
Wednesday, June 4: Madrid’s Local and Global Cultures, Past and Present		Deadline to Select Group Project Example, Deadline: Discussion Board # 2 by 9:00pm
12:00	Reina Sofia	19. “Inside Madrid: The Reina Sofia” Reading Bridge 10
Afternoon	Short lunch break	
15:45	Black Madrid Walking Tour Meet at Metro Tribunal	
Thursday, June 5: From Madrid to the Basque Country		Deadline Discussion Board #2 Response by 9:00pm
	Last Day with Host Family	

	Pack for País Vasco <ul style="list-style-type: none"> Today is also a great opportunity to get together with your group to work on your project 	
Friday, June 6: Travel to Bilbao		
7:50am	Depart for Burgos Meeting Point: <i>Bar El Brillante @ 7:40am</i>	Read: 20. "Negating the Center in Bilbao" pp. 140-145
12:00pm	Cathedral Visit and Lunch in Burgos	Reading Bridge 11
16:00	Depart for Bilbao	
18:00	Check into Hotel Free evening in Bilbao	
Saturday, June 7: Bilbao		Deadline: Field Journal Check-In 2 by 9:00pm
8:15-9:00	Hotel Breakfast Available	
9:50	Meet in Hotel Lobby <ul style="list-style-type: none"> Bring Water, Snacks, Sunscreen 	Read: 20. "Negating the Center in Bilbao" pp. 145-159
10:00	Guided City Tour with Mabel	Reading Bridge 12
13:00	Group Lunch	
16:30	Meet at Tall Tree and Eye Sculpture	
16:45	Guggenheim Guided Visit	
Evening	Get some rest! Tomorrow we will leave early for San Sebastián <ul style="list-style-type: none"> Be sure to pack water, sunscreen, snacks if you think you'll get hungry before your free time 	
Sunday, June 8: Day Trip to San Sebastián		
7:30-8:15	Hotel Breakfast Available	
8:45	Depart for San Sebastián	
10:30	Guided Visit to Museo de San Telmo	
12:00	Free time to eat pintxos, check out the beach, and explore the city	
17:00	Return to Bilbao	
Evening	Free time in Bilbao	
Monday, June 9: Wrapping Up		Deadline: Group Presentation
8:15-9:00	Breakfast Available at Hotel	
9:45	Meet to walk to Conference Space	
10:00 - 13:00	Final Presentations (3 hrs.)	
13:15	Farewell lunch	
Evening	Free evening	

<p>Tuesday, June 10: Final Day</p>		<p>Deadline: Group Project Reflection, Bibliography, and Final Reflection Essay due June 10-14</p>
Final Day	Fly back to Columbus or pursue independent travel	

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 about the topic or idea of the theme.	
ELO 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or idea of the theme.	

ELO 2.1 Identify, describe, and synthesize approaches or experiences as they apply to the theme.	
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.	<p><i>This course will build skills needed to engage in critical and logical thinking about immigration and immigration related policy through:</i></p> <p><i>Weekly reading response papers which require the students to synthesize and critically evaluate cutting-edge scholarship on immigration;</i></p> <p><i>Engagement in class-based discussion and debates on immigration-related topics using evidence-based logical reasoning to evaluate policy positions;</i></p> <p><i>Completion of an assignment which build skills in analyzing empirical data on immigration (Assignment #1)</i></p>
	<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>Students engage in advanced exploration of each module topic through a combination of lectures, readings, and discussions.</p> <p><u>Lecture</u> 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.</p> <p><u>Reading</u> 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.</p> <p><u>Discussions</u> 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.</p> <p>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.</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>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.</p> <p>Some examples of events and sites: The Paris Commune, an 1871 socialist uprising violently squelched by conservative forces</p>
	<p>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. 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 The Marais, a vibrant Paris neighborhood inhabited over the centuries by aristocrats, then Jews, then the LGBTQ+ community, among other groups.</p>

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.