



## Critical Perspectives on Italy: Contemporary Society & Culture

**UNH Course Code:** SOC320/ANT320

**Subject Area:** Sociology, Anthropology

**Level:** 300

**Prerequisites:** Two one-hundred or one two-hundred level courses in the subject area(s) of instruction

**Language of Instruction:** English

**Contact Hours:** 45

**Recommended Credits:** 3

### **Description:**

This course provides you with an interactive experience of contemporary life in Italy, by exploring a range of defining features of this country and its people. In-class and on-site lectures will alert you to salient socio-political and cultural phenomena in current Italian life, triggering critical analysis and evaluation of your surroundings. In particular, you will observe and reflect on practices of identity formation, as these are expressed in class, gender, and community relations; political allegiance and conflict; cultural alignment or dissent; social solidarity and artistic innovation.

You will actively and independently deploy the primary modes of sociological research to directly engage the host society: participant observation, interviews, and field-notes. These will provide opportunities to compare your own direct experiences with scholarly literature on contemporary Italy in an attempt to identify specific local expressions of broadly identified social patterns.

This course is taught in English and requires no prior study of Italian language, but your direct engagement with Italian society will expose you to the Italian language in a variety of contexts, and you will be encouraged to extend and apply your developing language skills at whatever level they are.

### **Learning Objectives:**

#### Cognitive Skills

- Become familiar with prevailing social scientific approaches to the study of complex societies
- Articulate key social, political, and cultural phenomena in contemporary Italy.
- Identify the ways in which Italian society has evolved into its current expressions
- Develop participant-observation skills

#### Analytical Skills

- Contrast information gathered via participant-observation in the host society with reports from scholarly sources
- Identify critical social conflicts within contemporary Italian society
- Reconstruct phases and elements of Italian identity-construction through recent history
- Evaluate Italian political, social, and cultural responses to salient contemporary issues

#### Affective & Behavioral Skills

- Exercise sensitivity to cultural values different from your own
- Acquire a comparative approach to the experience and evaluation of social phenomena
- Explain the justifications for locally preferred responses to social and political challenges

**Instructional Format:**

Class meets twice a week for 1 hour and 20 minutes each time. Course work comprises lectures, class discussions/debates, video and audio material, outside readings, independent or group onsite study and a research project.

Special Accommodations: If you require any special accommodations or have any special learning needs, please inform the instructor and the onsite academic affairs staff on the first day of class.

**Forms of Assessment:**

Your instructor may use numerous and differentiated forms of assessment to calculate the final grade you receive for this course (see the table below). The content, criteria and specific requirements for each assessment category will be explained in greater detail in class. However, you must complete all grading assessment categories to receive a grade for this course. In addition, your work and behavior in this course must fully conform to the [CEA Academic Integrity Policy](#) to which you are subject. Finally, all formal written work you carry out in this course (research papers, projects, studies, etc.) must be submitted in electronic format. Your instructor may also require that you hand in a hard copy of such work.

Workload Expectations: In conformity with CEA policy, all students are expected to spend at least two hours of time on academic studies outside of, and in addition to, each hour of class time.

Grade Disputes: Any grade dispute you encounter in this course must immediately be discussed with the instructor and definitively resolved before the last week of class. Only end-of-term assignments graded after the end of your program are subject to CEA’s formal grade appeal procedure. For more information, see [CEA Academic Policies](#).

Class Participation	10%
Fieldwork (notes, etc.)	15%
Presentation	15%
Mid-Term Exam	20%
Reflection Papers	20%
Final Project	20%

Class Participation: This grade will be calculated to reflect your participation in class discussions, your capacity to introduce ideas and thoughts dealing with the texts, your ability use language effectively, and to present your analysis in intellectual, constructive argumentation. When determining your class participation grade, traditional criteria such as material preparation, completed reading before class, and collaborative group work are all evaluated. But it is the active, meaningful and informed verbal and written contribution that you make that is most important to your overall participation grade. Indeed, willingness to share views in classroom discussions and the insightfulness of your comments and questions about assigned readings will all be taken into account when evaluating your participation. Additionally, it is important to demonstrate a positive and supportive attitude to the instructor and your classmates, and give full attention to class activities (i.e., cell-phones off, laptop for notes only, etc.). Whereas attendance and punctuality are expected and will not count positively towards the grade, laxity in these areas will have a negative effect. The instructor will use the following specific criteria when calculating your class participation grade:

Criteria for Assessing Class Participation	Grade
You make major and original contributions that spark discussion, offering both critical and analytical comments clearly based on readings and research and displaying a working knowledge of theoretical issues.	A+ (9.70–10.00)
You make significant contributions that demonstrate insight as well as knowledge of required readings and independent research.	A-/A (9.00–9.69)
You participate voluntarily and make useful contributions that are usually based upon some reflection and familiarity with required readings.	B/B+ (8.40–89.90)
You make voluntary but infrequent comments that generally reiterate the basic points of the required readings.	C+/B- (7.70–8.39)
You make limited comments only when prompted and do not initiate debate or show a clear awareness of the importance of the readings.	C (7.00–7.69)
You very rarely make comments and resist engagement with the subject, attending class having manifestly done little if any preparation.	D (6.00–6.69)
You make irrelevant and tangential comments disruptive to class discussion, a result of frequent absence and complete un-preparedness.	F (0–5.90)

Fieldwork: You will obtain a small notebook for taking field notes, and attend a series of fieldwork activities over the course of the semester. The notes will be periodically assessed and discussed in class.

Presentation: You will be assigned a reading or a film for which you will lead the class discussion on the appropriate day in class. You will be responsible for: explaining the relevant aspects of the assignment; connecting them to the broader Italian cultural context and to the themes discussed in class; and expressing your personal, critical opinion of the material.

Mid-Term Exam: Includes short answer and essay questions covering the main themes and specific content from the first half of the semester.

Reflection Papers: 3 reflection papers, reviewed by instructor for critical insights into local culture. *One Reflection Paper must be based on a comparative analysis with your own home culture.* The papers should be thoughtful essays and make reference both to your personal experience in Italy and abroad, and to the readings and discussions carried out in class.

Final Project: You will be responsible for conducting your own field work while deepening your understanding of any aspect/experience in Italy that relevantly captured your academic and personal interest. You will eventually produce a dedicated ethnographic journal, engaging field notes, academic literature, movies, pictures, and interviews with at least four people. The outline of the project with specific methodological instructions will be presented in class.

CEA Grading Scale				
Letter Grade	Numerical Grade Low Range	Numerical Grade High Range	Percentage Range	Quality Points

A+	9.70	10.00	97.0 - 100%	4.00
A	9.40	9.69	94.0 - 96.9%	4.00
A-	9.00	9.39	90.0 – 93.9%	3.70
B+	8.70	8.99	87.0 – 89.9%	3.30
B	8.40	8.69	84.0 – 86.9%	3.00
B-	8.00	8.39	80.0 – 83.9%	2.70
C+	7.70	7.99	77.0 – 79.9%	2.30
C	7.00	7.69	70.0 – 76.9%	2.00
D	6.00	6.99	60.0 – 69.9%	1.00
F	0.00	5.99	0 - 59.9%	0.00
W	Withdrawal			0.00
INC	Incomplete			0.00

### **CEA Attendance Policy:**

Every student is expected to attend all scheduled class sessions on time and be thoroughly prepared for the day's class activities. In compliance with NEASC and UNH accreditation requirements, CEA instructors compile regular attendance records for every course and take these records into account when evaluating student participation and performance.

- In each three-credit 15-week course, a maximum of the equivalent of two weeks of accumulated absences due to sickness, personal emergency, inevitable transport delay and other related impediments will be tolerated.
- Your final course grade will drop one full letter grade (e.g. A- to B-) for each additional class missed beyond this two week period, regardless of the reason for your absence.
- You will automatically fail a course if your absences exceed the equivalent of three weeks of class.

Furthermore, to comply with immigration and financial regulations, you must maintain full-time student status and attend at least 12 hours of class every week. Consequently, the Dean and Program Director will dismiss from all CEA courses, programs, activities and housing any student who fails to maintain full-time status.

Arriving Late for Class: Consistently arriving late is disruptive and shows a lack of respect for instructor and fellow students. For persistent lateness, the instructor deducts percentage points from the total 10% earmarked for Participation as indicated in the syllabus. Missing a significant portion of one of your classes may constitute a full day's absence. If you arrive late due to serious and unforeseen circumstances, or if you must leave class early due to illness or emergency, you must inform the instructor. The instructor will determine if the amount of class time missed constitutes a full or partial absence.

Missing Examinations: Examinations will not be rescheduled except in cases of genuine emergencies. Pre-arranged travel or anticipated absence does not constitute an emergency situation. Authorizing make-up examinations is at the discretion of the Academic Dean.

### **CEACLASSROOM: CEA'S MOODLE CMS**

CEA instructors use the open source course management system (CMS) called Moodle that creates an interactive virtual learning environment for students and educators alike. This web-based platform provides

you with 24/7 access to the course syllabus, daily schedule of class lectures and assignments, non-textbook required readings, and additional resources directly related to your studies. Moodle includes the normal array of forums, up-loadable and downloadable databases, wikis, and related academic support designed for helping you achieve the many course learning objectives. The ceaClassroom website is located here <https://www.ceaClassroom.com/>

During the first week of class, the CEA academic staff and instructors will provide you with log-in information and corresponding passwords to access this site. They will also help you navigate through the many functions and resources Moodle provides. While you may print a hard copy version of the syllabus that is projected on the first day of class, it is the class schedule on Moodle that is the definitive and official one, given that the instructor will be announcing updates and additions there and nowhere else. It is your responsibility to ensure that you have access to all Moodle materials related to your course and that you monitor Moodle on a daily basis so as to be fully informed of required course assignments and any scheduling changes that might occur.

### **Required Readings:**

Listed below are the required course textbooks and additional readings. Whether you buy your books from our locally affiliated merchants or whether you acquire these before arrival, you must have constant access to these resources for reading, highlighting and marginal note-taking. It is required that you have unrestricted access to each. Additional copies will be placed on reserve in the Academic Affairs office for short-term loans. Access to additional sources required for certain class sessions will be provided in paper or electronic format consistent with applicable copyright legislation. In addition, the Academic Affairs Office compiles a bank of detailed information about the many libraries, documentation centers, research institutes and archival materials located in the host city and accessible to CEA students. You will be required to use these resources throughout your studies. Direct access to additional resources and databanks are available to you through the online library of the University of New Haven.

Andall, Jaqueline. "Second-Generation attitude? African-Italians in Milan." *Journal of Ethnic and Migration Studies* 28:3 (July 2002): 389-407.

Archambault, Fabien. "Il calcio e l'oratorio: Football, Catholic Movement and Politics in Italian Post-War Society 1944-1960." *Historical Social Research* 31:1 (2006): 134-150.

Becucci, Stefano. "Criminal Infiltration and Social Mobilisation Against the Mafia. Gela: A City Between Tradition and Modernity." *Global Crime*. 12:1 (February 2011): 1-18.

Bernard, H. Russell. "Participant Observation." In *Research Methods in Anthropology: Qualitative and Quantitative Approaches*. Lanham: Altamira Press, 2002, pp. 322-364.

Bernini, Stefania. "Family Politics, the Catholic Church and the Transformation of Family Life in the Second Republic." In *Italy Today. The Sick Man of Europe*. Andrea Mammone and Giuseppe A. Veltri, eds. London: Routledge, 2010, pp. 73-84.

Castellanos, Erick. "The Symbolic Construction of Community in Italy: Provincialism and Nationalism." *Ethnology* 49:1 (Winter 2010): 61-78.

Cavanaugh, Jillian. "A Modern Questione della Lingua: The Incomplete Standardization of Italian in a Northern Italian Town." *Journal of the Society for the Anthropology of Europe* 8:1 (Spring/Summer 2008): 18-31.

Cavanaugh, Jillian. "Making Salami, Producing Bergamo: The Transformation of Value." *Ethnos* 72:2 (June 2007):149-172.

Counihan, Carole M. "Female Identity, Food, and Power in Contemporary Florence." *Anthropology Quarterly* 61:2 (1999): 51-62.

Counihan, Carole M. "Florentine Cuisine and Culture." In *Around the Tuscan Table. Food, Family, and Gender in Twentieth-Century Florence*. New York: Routledge, 2004, pp. 17-34.

Counihan, Carole M. "Conclusion: Molto, Ma Buono?" In *Around the Tuscan Table: Food, Family, and Gender in Twentieth-Century Florence*. New York: Routledge, 2004, pp. 177-195.

- Dal Lago, Alessandro, De Biasi Rocco. "Italian Football Fans, Culture and Organization." *Football, Violence & Social Identity*. Richard Giulianotti, Norman Bonney and Mike Hepworth, eds. Oxford: Routledge, 1994, pp. 71-86.
- De Michelis, Antonella. "The garden suburb of the Garbatella, 1920-1929: defining community and identity through planning in post-war Rome". *Planning Perspectives* 24:4 (2009): 509-520.
- Dickie, John. "Imagined Italies." In *Italian Cultural Studies, an Introduction*. David Forgacs and Robert Lumley, eds. Oxford: Oxford University Press, 1996, pp. 19-51.
- Fantone, Laura. "Precarious Changes: Gender and Generational Politics in Contemporary Italy." *Feminist Review* 87:1 (2007): 5-20.
- Gabaccia, Donna. "Gli Italiani nel Mondo: Italy's Workers around the World." *OAH Magazine of History* 14:1 (Fall 1999): 12-16.
- Gatti, Fabrizio. "I, illegal immigrant in Lampedusa." *L'Espresso* (October 5, 2005).
- Giomì, Elisa. "Reading the Success of the Italian Soap Opera *Vivere*." *European Journal of Cultural Studies* 8:4(2005): 465-482.
- Guerini, Federica. "Language Policy and Ideology." *International Journal Social Language* 210 (2011): 109-126.
- Gundle, Stephen. "Fame, Fashion, and Style: The Italian Star System." In *Italian Cultural Studies, an Introduction*. David Forgacs and Robert Lumley, eds. Oxford: Oxford University Press, 1996, pp. 309-325.
- Guschwan, Matthew. "Riot in the Curve: Soccer Fans in Twenty-First Century Italy." *Soccer and Society* 8:2/3 (2007):250-266.
- Hanretty, Chris. "The Media Between Market and Politics." In *Italy Today. The Sick Man of Europe*. Andrea Mammone and Giuseppe A. Veltri, eds. London: Routledge, 2010, pp. 85-98.
- Heatherington, Tracey. "Street Tactics: Catholic Ritual and the Senses of the Past in Central Sardinia." *Ethnology* 3:38 (Fall 1999): 315-334.
- Kosic, Ankica. Triandafyllidou, Anna. "Albanian and Polish Migration to Italy: the Micro-Processes of Policy, Implementation and Immigrant Survival Strategies." *International Migration Review* 38:4 (Winter 2004): 1413-1446.
- Leitch, Alison. "Slow Food and the Politics of Pork Fat: Italian Food and European Identity." *Ethnos*. 68:4 (December 2003): 437-462.
- Livorni, Ernesto. "The Giubbe Rosse Café in Florence. A Literary and Political Alcove from Futurism to Anti-Fascist Resistance." *Italica* 86:4 (Winter 2009): 602-622.
- Mammone, Andrea. Veltri, Giuseppe A.. "A 'sick man' in Europe." In *Italy Today. The Sick Man of Europe*. Andrea Mammone and Giuseppe A. Veltri. London: Routledge, 2010, pp. 1-15.
- Marchisio, Roberto and Maurizio Pisati. "Belonging Without Believing: Catholics in Contemporary Italy." *Journal of Modern Italian Studies* 4:2 (1999): 236-255.
- Mudu, Pieraolo. "The people's food: the ingredients of 'ethnic' hierarchies and the development of Chinese restaurants in Rome". *GeoJournal* (2007), 68:195-210.
- Paulicelli, Eugenia. "Fashion: Narration and Nation." In *The Cambridge Companion to Modern Italian Culture*. Zygmunt G. Barański and Rebecca J. West, eds.. Cambridge: Cambridge University Press, 2001, pp. 284-291.
- Pratt, Jeff. "Catholic Culture." In *Italian Cultural Studies, an Introduction*. David Forgacs and Robert Lumley, eds. Oxford: Oxford University Press, 1996, pp. 129-143.
- Puccio-Den, Deborah. "The Sicilian Mafia: Transformation to a Global Evil." *Etnografica* 12:2 (2008): 377-386.
- Ruggiero, Christian. "Forecasting in the Politics of Spectacle, from Berlusconi to Grillo: The Narrative of Impolite Politics." *Bulletin of Italian Politics* 4:2 (2012): 305-322.
- Ruspini, Elisabetta. "Italian Forms of Masculinity between Familism and Social Change." *Culture, Society and Masculinity* 1:2 (Fall 2009): 121-136.
- Santoro, Marco. Solaroli, Marco. "Authors and Rappers: Italian Hip Pop and the Shifting Boundaries of 'Canzone d'Autore'." *Popular Music* 26:3 (October 2007): 463-488.
- Saraceno, Chiara. "The Italian Family from the 1960s to the Present." *Modern Italy* 9:1 (2004): 47-57.
- Saviano, Roberto. "Women." In *Gomorra: Italy's other Mafia*. New York: Straus and Giroux, 2007, pp. 136-156.

- Schneider, Jane, Schneider, Peter. "Mafia, Antimafia and the Plural Cultures of Italy." *Current Anthropology* 46:4 (August/October 2005): 501-509.
- Sigona, Nando. "Locating 'The Gypsy Problem.' The Roma in Italy: Stereotyping, Labelling and 'Nomad Camps.'" *Journal of Ethnic and Migration Studies* 31:4 (July 2005): 741-756.
- Wagstaff, Christopher. "The Media." In *The Cambridge Companion to Modern Italian Culture*. Zygmunt G. Barański and Rebecca J. West, eds. Cambridge: Cambridge University Press, 2001, pp. 293-309.

Films:

- Matteo Garrone, *Gomorra* (2008)
- Paolo Virzi, *La Prima Cosa Bella* (2010)
- Paolo Sorrentino, *La Grande Bellezza* (2013)

**Recommended Readings:**

- Carboni, Carlo. "Elites and the democratic disease." In *Italy Today. The Sick Man of Europe*. Andrea Mammone and Giuseppe A. Veltri, eds. London: Routledge, 2010, pp. 19-33.
- Cashmore, Ellis. *Making Sense of Sports*, McGraw-Hill, 2010, 600pp.
- Counihan, Carole M. "Conclusion: Molto, Ma Buono?". In *Around the Tuscan Table. Food, Family, and Gender in Twentieth-Century Florence*. New York: Routledge, 2004, pp. 177-195.
- Dickie, John. "The notion of Italy." In *The Cambridge Companion to Modern Italian Culture*. Zygmunt G. Barański and Rebecca J. West, eds. Cambridge: Cambridge University Press, 2001, pp. 17-33.
- Edensor, Tim. *National Identity, Popular Culture, and Everyday Life*, Berg, 2002, 228pp.
- Foot, John. *Calcio: A History of Italian Football*. Fourth Estate, 2010, 643pp.
- Gilbert, Mark. "Italy: Red, Black, and Blue." *World Policy Journal* 24:2 (Summer 2007): 34-38.
- Giulianotti, Richard. *Sport: A Critical Sociology*. Polity Press, 2005, 264pp.
- Horne, John. *Sports in Consumer Culture*, Palgrave-MacMillan, 2006, 256pp.
- Rhodes, J.D. *Stupendous, Miserable City: Pasolini's Rome*. University of Minnesota Press, 2007, 240pp.
- Sugden, John and Alan Tomlison, *Power Games: A Critical Sociology of Sport*, Routledge, 2002, 320 pp.
- Whitaker, Elizabeth D.. "The Idea of Health: History, Medial Pluralism, and the Management of the Body in Emilia-Romagna, Italy." *Medical Anthropology Quarterly* 17: 3 (September 2003): 348-375.
- Testa, Alberto and Gary Armstrong, *Football, Fascism and Fandom: The Ultras of Italian Football*. A and C Black, 2012, 368pp.

**Critical Perspective on Italy: Contemporary Society & Culture**  
**Course Content:**

SESSION	TOPIC	STUDENT ASSIGNMENT
1	Introduction to the course and to the syllabus	Bernard, <i>Participant Observation</i> , pp. 322-364
2	Italian Multiplicities: the local and the national	Dickie, <i>Imagined Italies</i> , pp. 19-51 Castellanos, <i>The symbolic construction of community in Italy</i> , pp. 61-78
3	Italy Today: Berlusconi, Beppe Grillo and Italian unresolved problems	Ruggiero, <i>Forecasting in the Politics of Spectacle</i> , pp. 305-322 Mammone and Veltri, <i>A 'sick man' in Europe</i> , pp. 1-15
4	Where and How do we locate Florence and Rome in contemporary Italy?	Livorni, <i>The Giubbe Rosse Café in Florence</i> , pp. 602-622 De Michelis, <i>The garden suburb of the Garbatella</i> , pp. 509-520  DUE: Expectations Paper
5	Foodways: The slow food movement	Leitch, <i>Slow Food and the Politics of Pork Fat</i> , pp. 437-462 Cavanugh, <i>Making Salami, Producing Bergamo</i> , pp. 149-172
6	Foodways: Regional Differences between Florence and Rome	Counihan, <i>Florentine Cuisine and Culture</i> , pp. 17-34 Mudu, <i>The people's food</i> , pp. 195-210
7	Women in Contemporary Italy	Fantone, <i>Prekarious changes</i> , pp. 5-20 Counihan, <i>Female Identity</i> , pp. 51-62
8	Women in Contemporary Italy Cont'd	Saviano, <i>Women</i> , pp. 136-156
9	Organized Crime	Schneider and Schneider, <i>Mafia, Antimafia and Plural Cultures in Sicily</i> , pp. 501-509 Becucci, <i>Criminal infiltration and social mobilization against the mafia</i> , pp. 1-18
10	Organized Crime Cont'd The North and South Divide	Puccio-Den, <i>The Sicilian Mafia</i> , pp. 377-386 Garrone, <i>Gomorra</i> (film)
11	Immigration	Gatti, <i>I, illegal immigrant in Lampedusa</i> Gabaccia, <i>Gli Italiani nel Mondo</i> , pp. 12-16
		Andall, <i>Second-Generation Attitude?</i> pp. 389-407



12	Citizenship and Identity	Kosic and Triandafyllidou, <i>Albanian and Polish Migration to Italy</i> , pp. 1413-1446
13	Roma (not Roman or Romanian) in Italy	Sigona, <i>Locating the Gypsy Problem</i> , pp. 741-756
14	Review for the Midterm	Review all readings and course materials DUE: Fieldnotes
15	MIDTERM	EXAM
16	The media	Wagstaff, <i>The media</i> , pp. 293-309 Hanretty, <i>The media between market and politics</i> , pp. 85-98 Giomi, <i>Success of the Italian Soap Opera</i> , pp. 465-482
17	Church and State	Pratt, <i>Catholic Culture</i> , pp. 129-143 Marchisio and Pisati, <i>Belonging Without Believing</i> , pp. 236-255
18	Religion and Society	Heatherington, <i>Street Tactics</i> , pp. 315-344 Archambault, <i>Il calcio e l'oratorio</i> , pp. 134-150
19	Sport and Italian Society: calcio and ultras	Dal Lago and De Biasi, <i>Italian Football Fans</i> , pp. 71-86 Guschwan, <i>Riot in the Curve</i> , pp. 250-266
20	Italian Music: from the "Canzone d'autore" to rock and hip pop	Santoro and Solaroli, <i>Authors and rappers</i> , pp. 463-488
21	Italian "Questione della Lingua"	Guerini, <i>Language Policy and Ideology</i> , pp. 109-126 Cavanaugh, <i>Incomplete Standardization</i> , pp. 18-31
22	Italian Families	Bernini, <i>Family politics</i> , pp. 73-84 Ruspini, <i>Italian Forms of Masculinity</i> , pp. 121-136
23	Italian Families Cont'd	Saraceno, <i>The Italian Family</i> , pp. 47-57. Virzì, "La Prima cosa Bella" (film)
24	Fashion & Fame	Gundle, <i>Fame, Fashion and Style</i> , pp. 309-325 Paolicelli, <i>Fashion: Narration and Nation</i> , pp. 284-291

25	Conclusions: What is Italy today?	Sorrentino, <i>La Grande Bellezza</i> (film)
26	What is Italy Today? Discussion of <i>La Grande Bellezza</i>	Sorrentino, <i>La Grande Bellezza</i> Counihan, <i>Molto, Ma Buono?</i> , pp. 177-195
27	Presentation of the Projects to the class	Review all readings and course materials
28	Presentation of the Projects to the class	FINAL PROJECT DUE

## SECTION III: CEA Academic Policies

CEA is committed to providing excellent educational opportunities to all students. The policies outlined in this section outline general expectations for CEA students. Please carefully review the course policies outlined below to ensure your success in your courses and during your time abroad. Furthermore, as a participant in the CEA program, you are expected to review and understand all [CEA Student Policies](#), including the academic policies outlined below. CEA reserves the right to change, update, revise, or amend existing policies and/or procedures at any time.

### A. CLASS/INSTRUCTOR POLICIES

**PROFESSIONALISM & COMMUNICATION:** As a student, you are expected to maintain a professional, respectful, and conscientious manner in the classroom with your instructors and fellow peers as well as in CEA Moodle classrooms. You are expected to take your academic work seriously and engage actively in your classes while abroad. Advance class preparation, completing your assignments on time, and showing a focused and respectful attitude are expected of all CEA students. Additionally, it is critical to your success abroad that you express effective interpersonal and cross-cultural communication. Demonstrating your effort to do the best work possible will be recognized whereas unconstructive comments, failure to make adequate academic progress, and lack of compliance with CEA Policies will not be tolerated.

**ARRIVING LATE / DEPARTING EARLY FROM CLASS:** Late arrivals or early departures from class may result in being marked absent and are ultimately determined by your course instructor. Students must comply with in-country immigration regulations and CEA internal policies by maintaining full-time student status while abroad. Full-time student status for semester programs constitutes enrolling and regularly attending at least 12 US credit hours per week. Full-time student status for summer programs constitutes enrolling and regularly attending at least 3 US credit hours per week per summer term. Consequently, CEA will dismiss from all CEA courses, programs, activities, and housing any student who fails to maintain satisfactory academic progress or full-time student status.

**SUBMITTING WORK:** All formal written work you carry out in this course (research papers, projects, studies, etc.) must be submitted in the format your instructor requests. Your instructor may require you to hand your assignments in electronically and/or in a hard-copy format during class time. You should keep copies of your work until your academic records have been recorded at your home institution, which may take 3 – 12 months after the completion of your program. As a student, you are responsible for providing copies of your work in the event of grade appeals, credit transfer requirements, faculty requests, etc.

**LATE HOMEWORK:** Homework is due at the specified date and time stated by your instructor. Late homework may not be accepted and/or points may be deducted as a result as to be determined by your instructor. Typically, homework submitted several days after the deadline, with no previous discuss with your instructor will not be accepted. It is up to your instructor's discretion to determine penalties for homework submitted after the deadline.

**EXTRA CREDIT:** Individual student requests for extra credit are not permitted. Extra credit for students' who miss classes, quizzes, exams is not available in any circumstance. Typically, extra credit will not be awarded, however, in the special event your instructor determines extra credit is available for the class, it is up to his/her discretion on how and when to award opportunities for credit. Under no circumstance will extra credit exceed more than 5% of your overall course assessment.

**SECTIONS:** Students must attend the class section they are enrolled in and may not switch sections after the add/drop period unless special permission is granted by the instructor and the onsite Academic Director. Students who attend a section of a class they are not enrolled in will not be able to stay for the lesson and will not be considered present unless they attend their assigned section that week.

**MAKE-UP CLASSES:** CEA reserves the right to schedule make-up classes in the event of an unforeseen or unavoidable schedule change. All students are expected to attend any make-up classes and the standard attendance policy will apply. Make-up classes may be scheduled outside of typical class hours as necessary.

**MISSING EXAMINATIONS:** Examinations will not be rescheduled. Pre-arranged travel or anticipated absence does not constitute an emergency and requests for missing or rescheduling exams will not be granted.

**ELECTRONIC DEVICES:** Always check with your instructor about acceptable usage of electronic devices in class. Students who create a disturbance or fail to pay attention in class due to electronic devices will receive a warning and must immediately put the device(s) away unless otherwise instructed by the instructor. Inappropriate usage of electronic devices or repeat warnings may lead to a deduction in participation grades and/or class dismissal. Any students asked to leave class will be counted absent for the day.

**Cell Phones:** Use of a cell phones during class is impolite, inappropriate and prohibited. Students are asked to show common courtesy to others in order to create a positive learning environment and eliminate distractions for everyone. Cell phones, tablets, watches, and other electronic devices are to be turned off or silenced (do not set to vibrate) and placed in your purse, backpack, briefcase, etc. during class. The same policy applies for any parts of the course that may take place outside of the classroom, including guest lectures, academic excursions, site visits, AICAP activities, and so forth.

**Laptops:** Your instructor will determine whether laptops will be allowed in class. The use of a laptop may be limited to specific purposes including note taking as allowed by special needs/academic accommodations, and/or at the discretion of the instructor. The use of a laptop is prohibited during all tests and quizzes unless otherwise specified by your instructor. If you have any questions, regarding the use of laptops or cell phones, please inquire with your instructor onsite.

**ACTIVE LEARNING, ACADEMIC EXCURSIONS, FIELD TRIPS, AICAP ACTIVITIES, & GUEST LECTURES:** Students will have the opportunity to participate in a variety of experiential learning activities throughout the course. These activities may take place during regular class hours or they may occasionally be scheduled outside of class hours. Students should arrive well-prepared and on time for these activities. Moreover, students are expected to be engaged and respectful as it is a privilege to be invited to these visits and meet with local experts. Disrespectful behavior will result in a warning and/or dismissal from the activity and may result in a grade deduction or absence for the class period.

## **B. CEA GENERAL ACADEMIC POLICIES**

**COURSE ENROLLMENT:** It is your responsibility as a student to ensure that your course enrollment records are accurate for all enrolled courses throughout the semester. At the beginning of the semester and at the end of course enrollment, check your *MyCEA Account* to ensure you are properly enrolled in all of your desired courses. If a course is missing or an additional course is present, you must resolve the issue with CEA onsite academic staff immediately.

**ADD/DROP POLICIES:** Students may make changes to course enrollments during the designated Add/Drop period. Add/Drop periods will be opened according to the scheduling of the CEA Study Center you are attending. All Add/Drop periods will close at the end of the first week of classes during a semester program or on the second day of classes during summer programs. Some limitations may apply to the add/drop period— including but not limited to—the inability to change sections of foreign language courses. You are responsible for notifying your home institution of any schedule changes made during the add/drop period and ensuring that your home institution will accept credit for all adjusted courses.

**COURSE WITHDRAWAL:** Students wishing to withdraw from a course may do so until the Course Withdrawal Deadline, which is the end of the ninth week of classes for semester programs or at the end of

the first week of classes for summer programs. Course withdrawal requests approved during this timeframe will appear as a “W” on your academic transcript. To request a course withdrawal, you must complete the *Change of Course Petition Form* and submit it to your onsite academic staff. You must also notify your instructor in writing of your intent to withdraw from the course. It is critical that you remain academically eligible as a full-time student while abroad, thus course withdrawals will be denied if you are unable to remain enrolled as a full-time student. Full-time student status for semester programs is defined as enrolling in 12 US credits. Full-time student status for summer programs is defined as enrolling in 3 US credits per summer term. No tuition or course fees refunds will be granted for approved course withdrawals.

**MONITORING GRADES & ATTENDANCE:** You are responsible for monitoring your grades and attendance records throughout the course. Any questions or concerns should be discussed immediately with your instructor and/or onsite academic staff. Your grades and attendance records can be accessed via your *MyCEA Account* online at any time throughout the semester. You are responsible for adhering the attendance policy as outlined earlier in this syllabus.

**ACADEMIC INTEGRITY:** CEA is an academic community based on the principles of honesty, trust, fairness, respect and responsibility. Academic integrity is a core value which ensures respect for the academic reputation of CEA, its students, faculty, and staff. CEA expects that you will learn in an environment where you work independently in the pursuit of knowledge, conduct yourself in an honest and ethical manner and respect the intellectual work of your peers and faculty. Students, faculty and staff have a responsibility to be familiar with the definitions contained in, and adhere to, the CEA Academic Integrity Policy. For the complete policies, please see the [CEA Academic Integrity Policy](#) in its entirety. Violations of CEA’s Academic Integrity Policy may result in serious consequences, including program dismissal. CEA also reserves the right to share information of such violations with your home institution.

**ACADEMIC & SPECIAL NEEDS ACCOMMODATIONS:** CEA is supportive of students with academic and/or special needs accommodation(s) on its study abroad programs. In order to accommodate such requests, students must notify CEA in advance and provide documentation no later than one month prior to the start of classes. Students requesting academic and/or special needs accommodation(s) must submit CEA’s Academic & Special Needs Accommodation(s) Form. CEA will review requests to determine what accommodation(s) can be granted. The extent to which accommodations can be provided depends on the nature of the accommodation needed, the availability of accommodations at the host country, and the costs of available services. Late requests for accommodations will be review, but CEA may not be able to provide accommodations without sufficient notice. Retroactive requests for accommodations will not be considered. Finally, please note that due cultural norms and/or the availability of resources onsite, select academic and/or special needs accommodations may not be available in all cases.

**RELIGIOUS HOLIDAYS:** CEA is sensitive to and supportive of the fact that faculty, staff and students constitute a rich mixture of religious and ethnic groups. CEA recognizes that many religious holidays merit or require absence from class. To strike a reasonable balance between accommodating religious observance and meeting academic needs and standards, CEA instructors will make reasonable accommodations when a student must miss a class, exam, or other academic exercise because of a required religious observance. In order to be considered for religious accommodations, you must inform your instructor and CEA academic onsite staff of the religious conflict within the first two weeks of classes for semester programs or by the end of the second class meeting for summer programs. Students must submit any missed work in advance of the holiday and will be required to make up missed class time through alternate assignments to receive full credit for time out of class. Students must submit a written request for religious accommodations using ***CEA’s Religious Observance Request Form*** in the timeline stated above for full consideration.

**ACADEMIC ELIGIBILITY:** You must remain academically eligible to participate in CEA classes. Factors determining eligibility are outlined in [CEA Student Policies](#), including: full-time status, satisfactory academic progress and complying with academic and attendance policies. Whether you plan to transfer course grades

back to your home institution or not, CEA expects that you will complete all graded assessment categories in each course in which you are enrolled. Failure to complete course requirements will result in grade penalties, and may lead to academic probation and/or program dismissal if you are unable to maintain satisfactory academic progress or full-time student status in your program.

**EARLY PROGRAM DEPARTURE:** CEA understands that occasionally unforeseen circumstances warrant a temporary leave of absence of a program withdrawal from your study abroad program. CEA is committed to working with students to ensure each case is carefully evaluated and all academic options within reason are considered. All students requesting a temporary leave of absence (not to exceed 2 weeks in a semester program, some exceptions apply), or those wishing to withdraw from their academic program for medical or other reasons, must complete the Leave of Absence and Withdrawal Form at the time of the request. Academic credit may/may not be available, depending upon the request. All requests are subject to review by CEA Academic Staff.

**COURSE & INSTRUCTOR EVALUATIONS:** Students will have the opportunity to evaluate both the class and the instructor at the conclusion of the course. Your constructive participation in the evaluation process is important and appreciated.

**TRANSCRIPTS:** Academic transcripts for this course will be available approximately 90 days following your program's end date. Transcripts for all CEA Study Center courses will be provided by CEA's School or Record, the University of New Haven (UNH) of West Haven, Connecticut. For any questions regarding your academic transcripts, please contact: [Transcripts@ceaStudyAbroad.com](mailto:Transcripts@ceaStudyAbroad.com)

**GRADE APPEALS:** Students who decide to appeal a course grade must do so within the **60-day period** following the end of your academic program (or, for academic year students, the end of the semester in which the course was taken). Upon receiving course grades through the *MyCEA Account*, you may initiate the appeal process by filling out and submitting the CEA Grade Appeal Application form to [Academics@ceastudyabroad.com](mailto:Academics@ceastudyabroad.com) and your onsite academic staff.

The grade appeal must concern an end-of-semester form of assessment calculated after your program's end date. It is your responsibility to address all interim grading issues directly with your instructor(s) while onsite. The appeal procedure and the grade re-evaluation it requires do not guarantee a change in grade and could result in an increase, no change, or decrease in the final grade. Any change is subject to a ruling by the course instructor in consultation with the onsite Academic Director and must be based on the academic evidence provided by you. Please note that you may need to submit copies of your work and/or emails conversations with your instructor if you are disputing a grade. CEA recommends keeping records of your academic work and communication with instructors until your academic records have been recorded at your home institution which may take 3 – 12 months after program completion.

Upon receiving the results of the review and the decision of the instructor, CEA staff will inform you of the outcome of the appeal. Students who decide to submit a secondary appeal must submit a *Grade Appeal Review Petition* to the Department of Academic Affairs at [academics@ceaStudyAbroad.com](mailto:academics@ceaStudyAbroad.com) within 15 days of being informed of the initial appeal decision. Secondary appeals will be reviewed by CEA's Academic Review Board. All decisions from the Academic Review Board are final.

**A FULL LIST OF CEA POLICIES IS AVAILABLE ONLINE:**

<http://www.ceastudyabroad.com/student-policy/cea-policies>