

SECTION I: Course Overview

International Service Learning

UNH Course Code: SVL396BCN/SOC396BCN

Subject Areas: Service Learning, Sociology, Urban Studies, Anthropology

Prerequisites: High Beginner and above language level

Language of Instruction: English

Contact Hours: 45

Recommended Credits: 3

COURSE DESCRIPTION

This unique international service learning course focuses on the pressing social issues confronting our ever more globalized cities: social inequality and exclusion within the context of the accelerated demographic transformation of today's urban space. Contributing to the ongoing search for effective responses to such endemic problems, you will do volunteer work at a community-based organization while simultaneously pursuing theoretical coursework and independent sociological research related to your service learning placement.

As the world becomes increasingly globalized, businesses, non-governmental organizations and governments need people with the ability to adapt and excel when faced with the challenges associated with working in foreign countries, such as the variety of working conditions, work practices and cultural norms. Because service learning requires intensive intercultural engagement on a regular basis while exposing you to populations you might otherwise not encounter as a visiting student, this course provides a unique opportunity for you to gain the socio-cultural and research skills employers look for. Furthermore, participating in service learning abroad illustrates your ability to understand and contextualize academic theories and use and adapt research skills to field work.

Your service learning placement will be situated within one of the following areas to be agreed upon with the instructor: immigration; homelessness; education; youth work; sustainable urban development; the environment; or urban cultural expression. Placements might include: helping disadvantaged children at a homework club; working at an educational project at an immigrant center; working with an organization for the homeless; working with an urban-garden or redevelopment project; contributing to urban cultural expression and preservation; or assisting in centers working with the elderly or disabled. Your 2½ hour per week placement involves working and interacting personally with local community volunteers, giving you first-hand insight into the local neighborhood, its organizations, its membership and the challenges facing them all.

Within a traditional course setting and in support of your service learning placement across the semester, you will undergo initial in-depth orientation and intercultural training that will help prepare you for what can be an emotionally challenging, life-changing, and personally rewarding experience. You will also be introduced to group work skills and activities beneficial to your placement and engage in theoretical study and focused reflection in subjects related to sociology and cultural studies, as well as readings related to your specific service learning area and research project.

Throughout the course, you will keep an in-depth research and reflective field journal that will be periodically evaluated by the course instructor. To aid in the analysis of your specific placement and corresponding socio-economic setting, you will be introduced to participant-observation, note-taking, and interviewing skills in line with best research practices. You will conduct a final research project on the work of your placement organization and situate its efforts in broader sociological, environmental and political contexts.

This guided placement and research will benefit you whatever your academic discipline and will provide you with the research skills and experience that can benefit senior year research, capstone projects, and career planning.

LEARNING OBJECTIVES

Cognitive / Knowledge skills

- analyze and describe the main social and educational challenges in the Catalan and Spanish society
- describe the role of racism in the creation of ethnic clustering (segregation)
- investigate and describe the effects of gentrification and regeneration on community identity
- situate the role community-based organizations, non-formal education, and the formal educational system plays in individual and community development
- analyze and describe the situation of disabled people in the community
- analyze and describe the role of activism in determining social policy

Analytical / Critical Thinking Skills (Oral & Written)

- demonstrate an ability to obtain and disseminate quantitative and qualitative data
- collect and relate data within different disciplinary and theoretical perspectives
- develop effective research writing skills
- develop effective multi-media presentation skills
- develop effective skills in documentary photography
- compare and contrast the target subject matter vis-à-vis American contexts

Affective & Behavioral / Attitudinal Skills

- develop effective communication skills
- develop effective interviewing skills
- develop effective group work skills
- develop your sociological imagination
- become confident & mindful when exploring & engaging new spaces & places
- demonstrate an ability to empathize & interact with different sub-groups

SECTION II: Instructor & Course Details

INSTRUCTOR DETAILS

NAME:

CONTACT INFORMATION:

TERM:

INSTRUCTIONAL FORMAT

This course will meet for 90 minutes, twice a week, for a total of 16 sessions. In addition, you will complete service work at the corresponding placement site for at least 5 hours each week. Course work is comprised of in-class lectures, group discussions, seminars and workshop activities. This part of the class provides a space for each of you to reflect on and discuss your experiences in a supportive and shared

environment. Consequently, your active participation in discussion and workshop activities is an essential step in mastering the course learning objectives. Classes will be taught in English and readings will be in English.

Field Studies / Guest Speakers: The course will include the following field studies and/ or guest speaker sessions:

- Guest Speaker on Gentrification & Public Space: A Practical Space
- Guest Speaker on Urban Social Movements

Academic-Integrated Cultural Activities Program: The following AICAP activities are MANDATORY for this course:

- *Gentrification in Barcelona: The Case of the Raval*
- *Urban Social Movements in Barcelona*

You will need to complete an assignment based on these activities.

Also, the following AICAP activities are recommended for this course:

- *Madrid & Art Museums*
- *Speak Local, Be Global*
- *Bomb Shelter*
- *“To intervene or not to intervene”. The Intellectual Dilemmas on the Spanish Civil War*

You will have the option to complete an assignment based on these activities, which will count towards your participation grade.

SPECIAL ACCOMMODATIONS

If you require any special accommodations or have any special learning needs, please inform the instructor and submit a request using CEA’s ***Special Accommodations Form*** to the onsite CEA academic staff by the end of the first week of classes for full consideration. See Section III.B.CEA Policies below for additional details.

FORMS OF ASSESSMENT

The instructor will use numerous and differentiated forms of assessment to calculate the final grade you receive for this course. For the record, these are listed and weighted below. The content, criteria and specific requirements for each assessment category will be explained in greater detail in class. Any questions about the requirements should be discussed directly with your faculty well in advance of the due date for each assignment.

Full ISL Placement Participation	25%
Video Volunteering Presentation	10%
Field Log & Reflection Journal	18%
Homework	12%
Final Exam	25%
Class Participation 1	5%
Class Participation 2	5%

ASSESSMENT OVERVIEW:

Full ISL Placement Participation (25%): This grade will be based on a number of factors. Firstly, you will report on your engagement with the placement during your onsite meetings with the Volunteering Coordinator and through your field journal. Secondly, the Volunteering Coordinator will consult with the person responsible for your placement throughout the semester regarding your attendance, time-keeping, amenability to and interaction with the staff and users of the service and your diligence to the specific tasks undertaken.

- Attendance and timekeeping are essential!
- You must undertake all tasks assigned in a caring and diligent manner and report as required to your supervisors
- While you will aid the work of the organization, an explicit aim of the placement is to observe and learn from the other staff and volunteers
- You will explore the neighborhood where the placement is located
- You are expected to write up field journal notes on the day of your service placement

Volunteering Video Presentation (10%): With the purpose of sharing your volunteering placement with the class, you will record a 4-5 minute video presentation of your volunteering placement and upload it on to Youtube.com.

Field Log & Reflection Journal (18%): You will start with bound, blank journal that will serve as both a data entry log and as a reflection “diary”. The latter consists of short reflection entries that enable you to integrate your experiential learning, feelings and impressions into the knowledge you acquire through theoretical readings and class discussions. Your goal in these assignments is to draw from your first-hand experience and overall cultural awareness and reflect upon your own value system and attitudes in a structured manner within the context of doing volunteer work in a different culture. These reflective exercises should contribute to your appreciation and respect for people with differing cultural values and add to your general adaptive skills necessary for working and living in a cultural milieu different from your own. You will also log here the statistical or quantitative information or documentation you find relevant to your service placement. Periodically, you will present material from your journals to the instructor and to fellow classmates. Here is a list of what you must include:

- Weekly notes on tasks undertaken
- Personal reflections on the work of the organization to be completed on each day of placement
- Reflections on the relationship between class readings and placement organization and neighborhood.
- Photo documentation of placement site (optional)
- Students will record a ‘relia’ of notes / documentary evidence such as event tickets, brochures and information leaflets
- Reflection on your experiences during mandatory co-curricular activities/field studies

Homework (12%): The instructor will ask you to complete additional homework, such as finding further information about a certain topic, delivering short presentations or watching a documentary and completing small quizzes about the material covered, or looking for news in the Spanish newspapers and present them to the rest of the class.

Final Exam (25%): The final exam will be an open-note exam consisting of questions and exercises that test your abilities in three important areas of competency: your capacity to integrate learning from class, field study and readings; the significance you ascribe to the facts and ideas you have studied in this course; and your ability to summarize and present clearly the information at your disposal.

Class Participation (5% + 5%): 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 to 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, not sleeping or distracted, 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+ (8.40–8.99)
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 (6.00–6.99)
You make irrelevant and tangential comments disruptive to class discussion, a result of frequent absence and complete un-preparedness.	F (0–5.99)

CEA Grading Scale: Your grades will be calculated according to CEA's standard grading scale, which is as follows:

CEA Grading Scale				
Letter Grade	Numerical Grade Low Range (0 – 10)	Numerical Grade High Range (0-10)	Percentage Range	Quality GPA 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 (including field studies), arriving on time and 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 overall course performance.

Students are allowed to have the following number of absences due to sickness, personal emergency, inevitable transport delay and other related impediments:

Courses that meet X days per week	Allowed absences	Automatic failing grade at X th absence
SUMMER		
Courses that meet 4-5 days per week	1	4

No documentation is required for such absences, as CEA does not distinguish between excused or unexcused absences. For every additional absence beyond the allowed number, the final course grade will drop down to the subsequent letter grade (e.g., A+ to A).

Late arrivals or early departures from class can result in being marked absent. Furthermore, to comply with UNH, CEA and in country immigration regulations, you must maintain full-time student status by enrolling and regularly attending at least 12 credit hours per week for the duration of the semester. 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.

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.

REQUIRED READINGS

Listed below are the required course textbooks and additional readings. These are required materials for the course and you are expected to complete readings as assigned each class period. You must have constant access to these resources for reading, highlighting and note-taking. It is required that you have unrestricted access to each. Access to additional sources required for certain class sessions may be provided in paper or electronic format consistent with applicable copyright legislation. In addition, the academic 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.

Required texts:

Balibrea, Mari Paz, “Urbanism, culture and the post-industrial city: challenging the ‘Barcelona model’”, *Journal of Spanish Cultural Studies* 2:2, Routledge, London, 2001, pp 187-210.

Brewer, Elizabeth and Cunningham, Kiran. Eds. “Integrating Study Abroad into the Curriculum: Theories and Practice Across the Disciplines”. Virginia: Stylus, pp 191-209.

Cramer, M.: "Culture Shock. Barcelona at your door: A Survival Guide to Customs & Etiquette", Graphic Arts Center Publishing Company, 2000, pp. 44-50

Denscombe, M.: "The Good Research Guide for Small-Scale Social Research Projects" (3rd Ed) Maidenhead, Berks: Open University Press, 2007, pp. 131-212; 231-284.

Douglass, C.: "*We're fine at home. Young people, family and low fertility in Spain*", *Barren States: The Population "Implosion" in Europe*, 183-202. Oxford: Berg, 2005, pp 183-202.

Harvey, David: "The Right to the City", *The New Left Review Vol 53*, pp.23-40, London, Sept-Oct 2008, pp 23-40.

Hooper, J. *The New Spaniards*. (Second edition). London: Penguin Books, 2006, pp. 308-318; 285-294.

Freire, Paulo. *Pedagogy of the Oppressed*. Hamondsworth: Penguin, 1972, pp 25-68.

LaConte, Julie: "The Changing Role of Women in Spain", pp 2-45.

Martínez, M. "The Squatters' Movement: Urban Counter-Culture and Alter-Globalization Dynamics", *South European Society and Politics*, 12:3, 2007, 379 – 398.

Moreno, E.: "The late emancipation of Spanish Youth", *Electronic Journal of Sociology*", 2003, pp 1-20.

Savage, M. and Ward, Alan. *Urban Sociology, Capitalism & Modernity*. London: MacMillan, 1993, pp 70-104.

Spradley, James. "Participant Observation". London: Holt, Rinehart and Winston, 1980, pp 3-12; 53-72; 122-128.

Tadrissi, P.: "Filthy Squatters: The History and the Novel of *Okupas* in Spain", *Journal of Humanistic Studies*, Vol. 1, Spring 2009, pp. 69-84.

Storti, C. "The Art of Crossing Cultures", Boston, Massachusetts: Intercultural Press, 2007, pp 2-8; 13-50.

Woolard, Kathryn A.: "Double Talk: Bilingualism and the Politics of Ethnicity in Catalonia", pp. 5 -94.

Recommended readings:

Many of the following primary and secondary materials, articles and readings have been placed on reserve and are located in the CEA office resource center. The instructor will guide you on these readings.

Calderon, Jose Ed. *Race, Poverty and Social Justice: Interdisciplinary Perspectives Through Service Learning*. Virginia, Stylus, 2007.

Baker, John, Lynch Kathleen, Cantillon Sara, and Walsh. Judy. *Equality from Theory to Action*. Hampshire: Palgrave, 2004.

Navarro, V. *Bienestar insuficiente, democracia incompleta* (5th edition). Barcelona: Anagrama, 2009.

Opere, F., & Douglass, C. *España y los Españoles de Hoy: Historia, Sociedad y Cultura*, Prentice Hall, 2007.

Sibley, David. *Geographies of Exclusion*. London: Routledge, 1995.

ONLINE REFERENCE & RESEARCH TOOLS

Volunteering and Service Learning:

www.plataformavoluntariado.org

www.aprendizajeservicio.net

www.voluntariat.org

www.zerbikas.org

www.servicelearning.org

www.roserbatlle.wordpress.com

News in Spanish:

Mainstream

<http://www.lavanguardia.es>

<http://www.elpais.com>

<http://www.publico.es>

Alternative

<http://www.diagonalperiodico.net>

<http://www.thehuffingtonpost.com>

<http://www.eldiario.es>

<http://www.lamarea.com>

<http://barcelona.indymedia.org/>

<http://madrid.indymedia.org/>

News in English:

The Olive Press. English language newspaper with a focus on Spain

www.theolivepress.es

El País. Spain's leading newspaper has an English version online.

<http://www.elpais.com/english/>

Iberosphere. News, comment and analysis on Spain, Portugal and beyond (in English).

<http://iberosphere.com/>

Typically Spanish. News on Spain in English. You can also click on a map of Spain for news in the region of your choice.

<http://www.typicallyspanish.com>

Spanish News. Set up like a standard online newspaper with a focus on Spain.

<http://www.Spanishnews.es>

Think Spain. Online newspaper with very short articles.

Note: The instructor reserves the right to make changes or modifications to this syllabus as needed

ADDITIONAL RESOURCES

UNH ONLINE LIBRARY

As part of this program, you are provided with direct access to additional resources and databases available through the online library of the University of New Haven. To access the online UNH library, go to <http://www.newhaven.edu/library/Services/CEA/> .

Students at CEA Study Abroad Centers have access to the several online research databases through the University of New Haven Library for the purposes of research. Access to these online databases is granted only during the time of enrollment, requires the use of a UNH ID number, which is issued individually to all Study Abroad Center students at the start of the semester. Access to the UNH Library is available through the *MyCEA Account*.

You must comply with UNH policies with regard to library usage. Policies can be found at: <http://www.newhaven.edu/library/general/Policies/>

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 SUPPLIES & FEES: You will be required to pay transport costs to your placement site.

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Session	Topic	Activity	Student Assignments
1	COURSE INTRODUCTION	Introduction to the course and review the variety of Forms of Assessment Volunteering Applications	Students' Introductions Syllabus Review Field Log & Reflection Journal Instructions
2	Volunteering Orientation Session		
3	Interview at Placement Site		
4	Intercultural Learning Workshop		
5	Service Work at Placement Site		

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6	INTERCULTURAL COMPETENCE AND PARTICIPANT OBSERVATION	<p>Curious and Obvious Observations</p> <p style="text-align: center;">Reflections and discussion on readings assigned for today.</p> <p style="text-align: center;">The Intercultural Development Continuum</p> <p style="text-align: center;">Intercultural Skills</p>	<p>You are expected to complete these readings for today's session:</p> <ul style="list-style-type: none"> • Storti, C.: "The Art of Crossing Cultures", pp 2-8; 13-50. • Cramer, M.: "Culture Shock. Barcelona at your door: People: The Gurb method and other ways to fit in", pp 44-50. • Spradley, J.: "Participant Observation", pp 3-25.
7	Service Work at Placement Site		
8	INTRODUCTION TO THE WELFARE STATE IN SPAIN AND CATALONIA: The Health and Educational systems	<p style="text-align: center;">Student reflections on their placement organizations and personal experiences.</p> <p style="text-align: center;">Reflections and discussion on readings assigned for today.</p>	<p>You are expected to complete these readings for today's session:</p> <ul style="list-style-type: none"> • Hooper, J. "The New Spaniards", pp 308-318. • Woolard, Kathryn A.: "Double Talk: Bilingualism and the Politics of Ethnicity in Catalonia", pp 5 -94. <p>Present news from Spanish or International newspapers about Public Health and Public Education in Spain</p>
9	Service Work at Placement Site		

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10	CURRENT SOCIAL CHALLENGES IN CATALONIA AND SPAIN: Spanish Youth & Family Dynamics	<p>Student reflections on their placement organizations and personal experiences.</p> <p>Reflections and discussion on readings assigned for today.</p>	<p>You are expected to complete these readings for today's session:</p> <ul style="list-style-type: none"> • Moreno, E. "The late emancipation of Spanish Youth", pp 1-20. • Douglass, C. "We're fine at home. Young people, family and low fertility in Spain", pp183-202.
11	Service Work at Placement Site		
12	CURRENT SOCIAL CHALLENGES IN CATALONIA AND SPAIN: Housing Evictions The Squatters Movement	<p>Student reflections on their placement organizations and personal experiences.</p> <p>Reflections and discussion on readings assigned for today.</p>	<p>You are expected to complete these readings for today's session:</p> <ul style="list-style-type: none"> • Tadrissi, P.: "Filthy Squatters. The History and the Novel of Okupas in Spain", pp 69-84. • Martínez, M. "The Squatters' Movement: Urban Counter-Culture and Alter-Globalization Dynamics", pp 379 – 398.
13	Service Work at Placement Site		
14	PEDAGOGY AND CRITICAL THINKING IN EDUCATION <i>The Pedagogy of the Oppressed</i> of Paulo Freire	<p>Student reflections on their placement organizations and personal experiences.</p> <p>Reflections and discussion on readings assigned for today.</p>	<p>You are expected to complete these readings for today's session:</p> <ul style="list-style-type: none"> • Freire, P.: « Pedagogy of the Oppressed », pp 25-68. <p>Submit worksheet: « La Educación Prohibida »</p>
15	Service Work at Placement Site		

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16	GENTRIFICATION IN BARCELONA Social Exclusion as Spatial Exclusion Participant Observation	<p>Reflections and discussion on readings assigned for today.</p> <p>Student reflections on their placement organizations and personal experiences.</p> <p>Viewing of <i>En Construcción</i> by José Luís Guerín</p>	<p>Documentary: Guerín, José Luís. <i>En Construcción</i>, Barcelona 2001.</p> <p>You are expected to complete these readings for today's session:</p> <ul style="list-style-type: none"> • Savage and Warde: "Inequality and Social Organisation in the City" pp 70-104. • Harvey, David, "The Right to the City", <i>The New Left Review Vol 53</i>, pp 23-40.
17	Service Work at Placement Site		
18	FIELD STUDY 1: GENTRIFICATION IN BARCELONA.THE CASE OF RAVAL Evening: exact time TBA	<p><i>Gentrification in Barcelona: The Case of the Raval</i> Instructed by Anna Subirats</p> <p>Curious and Obvious Pictures</p>	<p>You are expected to complete these readings for today's session:</p> <ul style="list-style-type: none"> • Balibrea, Mari Paz, "Urbanism, culture and the post-industrial city: challenging the 'Barcelona model'", pp 187–210. • Descombe, Martyn: "The Good Research Guide for small-scale social research projects", pp 131-212; 231-284.
19	Service Work at Placement Site		

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20	CURRENT SOCIAL CHALLENGES IN CATALONIA AND SPAIN: Immigration	Present Obvious and Curious Pictures Student reflections on their placement organizations and personal experiences. Reflections and discussion on readings	You are expected to complete these readings for today's session: <ul style="list-style-type: none"> • Hooper, J. The New Spaniards, <i>New Arrivals and Old Prejudices</i>, 285-294. Submit worksheet: « En Construcción »
21	Service Work at Placement Site		
22	FIELD STUDY (2) URBAN SOCIAL MOVEMENTS Evening: exact time TBA	<i>Urban Social Movements: The Case of Antic Teatre, Forat de la Vergonya and Port Vell</i> Instructed by Anna Subirats	You are expected to complete these readings for today's session: <ul style="list-style-type: none"> • Harvey, David, "The Right to the City", <i>The New Left Review Vol 53</i>, pp.23-40.
23	Service Work at Placement Site		
24	THE APPROACH OF FEMINISM AND GENDER THEORY FOR SOCIAL CHANGE	Student reflections on their placement organizations and personal experiences. Reflections and discussion on readings assigned for today.	You are expected to complete these readings for today's session: <ul style="list-style-type: none"> • LaConte, Julie: "The Changing Role of Women in Spain", pp 2-45.
25	Service Work at Placement Site		

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26	Showcasing Your Volunteering Placement: Video Presentations Review for Final Exam	Students will showcase their volunteering placement by showing a video on their program. We will discuss the different samples of students work and role within the organizations.	You are expected to complete these readings for today's session: <ul style="list-style-type: none"> • Spradley, J.: "Participant Observation", pp 53-72; 122-128.
27	Service Work at Placement Site		
28	RE-ENTRY WORKSHOP Placement Class De-briefing Utilizing SL experience on return to America – possibilities? Postgraduate opportunities and job market in the social sciences and related fields	Re-entry workshop Evaluation / how do we all feel? How did we grow? / What did we learn?	You are expected to complete these readings for today's session: <ul style="list-style-type: none"> • Brewer and Cunningham, Ch 11, "Synthesis and Career Preparation: The International Relations Senior Thesis", pp 191-209
29	Farewell at Placement Site		
30	FINAL EXAM		

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 relevant course policies outlined below to ensure your success in this course 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 on pages 19-23 of this document. CEA reserves the right to change, update, revise or amend existing policies and/or procedures at any time.

A. CLASS/INSTRUCTOR POLICIES

PROFESSIONALISM AND COMMUNICATIONS: As a student, you are expected to maintain a professional, respectful and conscientious manner in the classroom with your instructors and fellow peers. Following class policies as outlined in the sections below set the general expectations for your behavior and performance in CEA classes.

You are expected to take your academic work seriously and engage actively in your classes while abroad. Advance preparation, completing your assignments, showing a focused and respectful attitude are expected of all CEA students. In addition, expressing effective interpersonal and cross-cultural communication is critical to your success. Demonstrating your effort to do the best work possible will be recognized, whereas unconstructive arguments about grades, policies, procedures, and/or trying to get out of doing required work will not be tolerated. Simply showing up for class or meeting minimum outlined criteria will not earn you an A in this class. Utilizing formal communications, properly addressing your faculty and staff, asking questions and expressing your views respectfully demonstrate your professionalism and cultural sensitivity.

CLASSROOM BEHAVIOR: All students must have a respectful attitude towards the professor as well as the classmates. In order to ensure a successful learning process, you are required to behave appropriately during any academic related activity. Failing to respect these rules may result in a written warning and your home university will be informed.

ARRIVING LATE / DEPARTING EARLY FROM CLASS: Consistently arriving late or leaving class early is disruptive and shows a lack of respect for instructor and fellow students. For persistently missing class time, the instructor deducts percentage points from the overall participation grade as indicated earlier 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 immediately. The instructor will determine if the amount of class time missed constitutes an absence.

APPEALING AN ABSENCE: All students receive an automatic notification of each absence as soon as attendance records are entered in the system. Therefore, any disagreement with your attendance records must be addressed with the Academic department within a period of 10 days after the notification.

SUBMITTING WORK: 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 your work in class. 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. 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 registered in and may not switch sections for any reason. Students who turn up in a section of a class they are not registered 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.

USE OF CELL PHONES, LAPTOPS AND OTHER ELECTRONIC DEVICES: Always check with your faculty about acceptable usage of electronic devices in class. Devices may be used during class breaks and before/after official class times only. Students who create a disturbance or fail to pay attention in class due to electronic devices, will receive a warning and must immediately put devices away unless otherwise instructed by your professor. Inappropriate usage of your electronic devices or repeat warnings will result in a warning and 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 phone for phone calls, text messages, emails, or any other purposes 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 and any parts of the course including guest lectures, academic excursions, site visits and so on.

Laptops: Faculty 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, check with your instructor.

ACTIVE LEARNING - ACADEMIC EXCURSIONS, FIELD STUDIES, SITE VISITS, GUEST LECTURES, ETC: 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 be scheduled outside class hours on occasion. Students should be mindful to arrive well prepared and on time for these activities and 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.

GRADE DISPUTES: Any questions about grades or grade dispute you encounter in this course must immediately be discussed with the instructor and resolved onsite 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* at http://www.ceastudyabroad.com/docs/CEA_Policies.pdf.

B. CEA GENERAL ACADEMIC POLICIES

COURSE REGISTRATION: It is your responsibility as a student to ensure that your course registration records are accurate for all enrolled courses throughout the semester. At the beginning of the semester and at the end of course registration, 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 with CEA academic staff immediately.

ADD/DROP POLICIES: Students may make changes to registration once onsite, as long as full-time student status is maintained (12 credit hours in the semester) and academic program requirements are maintained. All changes must be made at the start of each term during the designated Add/Drop Period, which concludes at the end of the first week of classes during a semester or on the second day of classes during summer programs. Some limitations may apply. You are responsible for notifying your home institution of any schedule changes.

COURSE WITHDRAWAL: Students wishing to withdraw from a course may do so until the Course Withdrawal Deadline, which is the end of the fourth week of classes in a semester or the end of the first week of classes in a summer program. Course withdrawal requests approved during this timeframe will appear as a “W” on the academic transcript. To request a withdrawal, you must complete the *Change of Course Petition Form* and submit to your local academic staff. You must also notify your instructor in writing of your intent to withdraw from the course. You must remain academically eligible as a full-time student. No tuition or course fee refunds will be granted for approved withdrawals.

MONITORING GRADES AND 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 local academic staff. Your grades and attendance records can be accessed via your *MyCEA Account* online at any time throughout the semester.

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 Academic Integrity Policy in its entirety by visiting http://www.ceastudyabroad.com/docs/GC_Academic_Integrity_Policy.pdf.

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.

SPECIAL ACCOMMODATIONS: CEA is supportive of students with the need for special accommodation(s) on its study abroad programs. In order to accommodate special requests, students must notify CEA in advance and provide documentation no later than one week from the start of classes. Students requesting special accommodation(s) must submit CEA’s Special 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 general situation in the host country regarding accessibility and available services and costs of services. Late requests are subject to review, and CEA may not be able to provide accommodations. Retroactive requests for accommodations will not be considered. Additional details can be found: <http://www.cEAStudyAbroad.com/docs/CEA-DisabilityPolicy.pdf>

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

accommodation when a student must miss a class, exam or other academic exercise because of a required religious observance, when the instructor/Academic Office is informed of the specific instance in need of accommodation within the first two weeks of the semester course, or by the end of the second class meeting of summer or short session. 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 letter 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 does not allow early program departures. Students departing the study abroad program prior to the end date remain subject to all course policies, including attendance. Assignments, presentations, examinations, or other work will not be rescheduled for voluntary early program departures. In the event of an emergency in which a student is unexpectedly unable to complete the program, students may submit a request for **Leave of Absence or Program Withdrawal** using the appropriate form for CEA review and approval. Contact CEA academic staff to request these forms.

COURSE AND 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: CEA transcripts for this course will be available approximately 90 days from your program completion.

APPEALING A GRADE: 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 to Academics@ceastudyabroad.com and your onsite academic staff the CEA **Grade Appeal Application Form**.

The grade appeal must concern an end-of-semester form of assessment calculated after the Program 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 Academic Dean, and must be based on the academic evidence provided by you to support the appeal. Keep in mind that you may need to submit copies of your work, emails to/from faculty if you are disputing a grade. We recommend keeping records of your work and communications for 3 – 12 months after program completion, until your academic records have been recorded at your home institution.

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 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/DOCS/CEA_POLICIES.PDF](http://www.ceastudyabroad.com/docs/CEA_POLICIES.PDF)