



University of
New Haven

Cross-Cultural Perspectives on Disease, Wellness & Healthcare

SECTION I: Course Overview

Course Code: SOC322SVQ
Subject Area(s): Sociology
Prerequisites: See Below
Language of Instruction: English
Total Contact Hours: 45
Recommended Credits: 3

COURSE DESCRIPTION

How do you know if you're sick? And if you are, what do you do? Every human society has a system for identifying states of health and illness, methods for treating disease, and techniques for maintaining health. This interdisciplinary course broadly surveys various systems of health and healing across cultures and different ideas about the nature and cause of illness. After tracing the development of scientific medicine to the present day, you will learn about various non-Western medical systems and the cross-cultural issues that arise when they encounter the spread of scientific medicine in the modern era. You will then develop a critical perspective of the healthcare sector using the United States and Spain as case studies.

Studying in Seville gives you the opportunity to investigate at first hand several institutions in the history of modern healthcare and medical science, including the Caridad Hospital, the Hospital of Los Venerables, the Santa Isabel clinic. At each of these institutions, you will have the opportunity to examine how society had/has an impact on providing healthcare and the historical significance and legacies within.

LEARNING OBJECTIVES

Upon successful completion of this course, you will be able to:

- Discuss both universal and variable cross-cultural characteristics of human responses to sickness and disease to articulate the ways in which scientific medicine operates within a cultural belief system.
- Interpret the socially and culturally constructed nature of health and sickness to critically think about cross-cultural health issues.
- Differentiate the problems and solutions characteristic of health-related intercultural encounters in varying cultural medical practice.

- Recognize the fundamental role that culture plays in the manifestation of health and sickness to identify universal and variable cross-cultural characteristics of human responses to sickness and disease.
- Evaluate historical development and diffusion of scientific medicine in the world through the structure and function of healthcare systems in North America and Europe to discover local host-city specific approaches to health matters.

PREREQUISITES

Prior to enrollment, this course requires you to have completed **two** 100 or **one** 200 level courses in Sociology, Anthropology, **or** Health Sciences

SECTION II: Instructor & Course Details

INSTRUCTOR DETAILS

Name: TBA
Contact Information: TBA
Term: SEMESTER

ATTENDANCE POLICY

This class will meet twice weekly for 90 minutes each session for 30 sessions or 15 weeks. All students are expected to arrive on time and prepared for the day's class session.

CEA enforces a mandatory attendance policy. You are therefore expected to attend all regularly scheduled class sessions, including any field trips, site visits, guest lectures, etc. that are assigned by the instructor. The table below shows the number of class sessions you may miss before receiving a grade penalty.

Allowed Absences – Fall & Spring Semesters		
Courses Meeting X day(s) Per Week	Allowed Absence(s)	Automatic Failing Grade at Xth absence
Courses meeting 2 day(s) per week	2 Absences	8 th Absence

For every additional absence beyond the allowed number, your final course grade will drop down to the subsequent letter grade (ex: A+ to A). As a student, you should understand that the grade penalties will apply if you are marked absent due to tardiness or leaving class early. In the table below, you will find the grade penalty associated with each excessive absence up to and including automatic course failure.

ATTENDANCE DOCKING PENALTIES								
Absence	1 st	2 nd	3 rd	4 th	5 th	6 th	7 th	8 th
Penalty	No Penalty	No Penalty	0.5 Grade Docked	1 Grade Docked	1.5 Grades Docked	2 Grades Docked	2.5 Grades Docked	Automatic Failure
HIGHEST POSSIBLE GRADE AFTER ATTENDANCE PENALTIES								
Grade	A+	A+	A	A-	B+	B	B-	F

CEA does not distinguish between excused and unexcused absences. As such, no documentation is required for missing class. Similarly, excessive absences, and the grade penalty associated with each, will not be excused even if you are able to provide documentation that shows the absence was beyond your control. You should therefore only miss class when truly needed as illness or other unavoidable factors may force you to miss a class session later on in the term.

GRADING & ASSESSMENT

The instructor will assess your progress towards the above-listed learning objectives by using the forms of assessment below. Each of these assessments is weighted and will count towards your final grade. The following section (Assessment Overview) will provide further details for each.

Class Participation	10%
Site Study Journal	15%
Reading Response Journal	15%
Midterm Examination	20%
Final Project and/or Case Study	20%
Final Examination	20%

The instructor will calculate your course grades using the CEA Grading Scale shown below. As a CEA student, you should understand that credit transfer decisions—including earned grades for courses taken abroad—are ultimately made by your home institution.

CEA GRADING SCALE			
Letter Grade	Numerical Grade	Percentage Range	Quality Points
A+	9.70 – 10.0	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	7.40 – 7.69	74.0 – 76.9%	2.00
C-	7.00 – 7.39	70.0 – 73.9%	1.70
D	6.00 – 6.99	60.0 – 69.9%	1.00

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F	0.00 – 5.99	0.00 – 59.9%	0.00
W	Withdrawal	N/A	0.00
INC	Incomplete	N/A	0.00

ASSESSMENT OVERVIEW

This section provides a brief description of each form of assessment listed above. Your course instructor will provide further details and instructions during class time.

Class Participation (10%): Student participation is mandatory for all courses taken at a CEA Study Center. The instructor will use the rubric below when determining your participation grade. All students should understand that attendance and punctuality are expected and will not count positively toward the participation grade.

CLASS PARTICIPATION GRADING RUBRIC	
Student Participation Level	Grade
You make major & original contributions that spark discussion, offering critical comments clearly based on readings, research, & theoretical course topics.	A+ (10.0 – 9.70)
You make significant contributions that demonstrate insight as well as knowledge of required readings & independent research.	A/A- (9.69 – 9.00)
You participate voluntarily and make useful contributions that are usually based upon some reflection and familiarity with required readings.	B+/B (8.99 – 8.40)
You make voluntary but infrequent comments that generally reiterate the basic points of the required readings.	B-/C+ (8.39 – 7.70)
You make limited comments only when prompted and do not initiate debate or show a clear awareness of the importance of the readings.	C/C- (7.69 – 7.00)
You very rarely make comments and resist engagement with the subject. You are not prepared for class and/or discussion of course readings.	D (6.99 – 6.00)
You make irrelevant and tangential comments disruptive to class discussion. You are consistently unprepared for class and/or discussion of the course readings.	F (5.99 – 0.00)

Site Study Journal (15%): Choose one of the city sites where we have class during the unit on Renaissance medicine in Florence and write a well-organized and carefully thought out essay of 4-6 pages on the connections between the Henderson reading *The Renaissance Hospital* and the things that you observed at that site. Your report should not summarize or describe the experience, but should focus on connections that are made by virtue of your own original thinking about your observations in relation to the readings. Be sure to address the following questions: is this a contemporary institution in a historic building or a historic institution? What specific features of the role of Florence and Italy in the historical development of modern medical practice can you identify? Is this institution Florentine, Italian, European, or International? Support your position with your own original analytic contributions, and not just material from the readings.

Reading Response Journal (15%): Choose one of first the two readings (*Extraneous Factor in Western Medicine* or *The Mindful Body*) and write a thoughtful and well-crafted essay of four to six pages that: 1) identifies the main arguments of the authors in no more than a third of the total length of your paper and that; 2) critically evaluates them by explaining your own opinion of the arguments' strengths and weaknesses. You should focus on the critical analysis of scientific medicine as a cultural worldview and the historical processes by which it has strived to attain dominance over other approaches to health.

Midterm Exam (20%): This exam is designed to establish and communicate to you the progress you are making towards meeting the course learning objectives. You will be tested on your ability to demonstrate the knowledge you have gained in respect to the role of culture in health and sickness, the development of scientific medicine and the particular role that Italy continues to play therein, and the universal and variable elements of health and illness related behavior across human groups. Essay questions will test your ability to synthetically apply that knowledge to offering informed opinions on the political and economic justifications for differing approaches to both the delivery and administration of health care in different societies in the world.

Final Project/Case Study (20%): This project requires you to apply principles governing intercultural encounters in healthcare systems to a real-world situation of your choice. You may determine whether you would like to pursue an area of interest or do a case study to interrogate cross-cultural implications in wellbeing. This project will demonstrate that you not only understand basic structures and associated notions related to health care structures, but also that you conduct independent research extracting information that is socio-culturally relevant. You must then use the resources from the course and other sources that you locate independently to bring forth your project which will be evaluated on its completeness drawing upon concepts shared during the course, consistency and support of the idea. The specific design for the plan of action will be explained in a separate handout, but the finished project will be roughly equivalent to 7-9 typewritten pages of content.

Final Examination (20%): This test is designed to establish and communicate to you the progress you are making towards meeting the course learning objectives. You will be tested on your ability to demonstrate the knowledge you have gained in respect to the role of culture in health and sickness, the development of scientific medicine and the particular role that Italy continues to play therein, and the universal and variable elements of health and illness related behavior across human groups. Essay questions will test your ability to synthetically apply that knowledge to offering informed opinions on the political and economic justifications for differing approaches to both the delivery and administration of health care in different societies in the world.

EXPERIENTIAL LEARNING ACTIVITIES (AICAP)

CEA courses are designed to include a variety of experiential learning activities that will take you out of the classroom and allow you to explore your local, host city. These activities may include field studies, guest lectures and/or activities offered through our Academically Integrated Cultural Activities Program (AICAP). The following experiential learning activities are recommended for this course:

- **Site Visits:** *Hospital de los Venerables, Hospital of Santa Isabel*
- **Guest Lecture:** *Where Spain is going?*

REQUIRED READINGS

Reading assignments for this course will come from the required text(s) and/or the selected reading(s) listed below. All required readings—whether assigned from the text or assigned as a selected reading—must be completed according to the due date assigned by the course instructor.

- I. **REQUIRED TEXT(S):** You may purchase the required text(s) prior to departure or upon program arrival. The required text(s) are listed below:

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

Fadiman, Anne, *The Spirit Catches You and You Fall Down: A Hmong Child, Her American Doctors, and the Collision of Two Cultures*, New York: Farrar, Strauss, and Giroux, 1997. pp.360.

Henderson, John, *The Renaissance Hospital: Healing the Body and Healing the Soul*, New Haven: Yale University Press, 2006. pp.463.

Jordan, Brigitte, *Birth in Four Cultures: A Cross-Cultural Investigation of Childbirth in Yucatan, Holland, Sweden, and the United States*, Prospect Heights: Waveland Press, 1993, 4th edition. pp.235.

II. SELECTED READING(S): The selected readings for this course are listed below. You will not need to purchase these readings; the instructor will provide these selected readings to you in class (either in paper or electronic format).

Anderson, Robert and Norman Klein, 'Two Ethnographers and One Bonesetter in Bali', in Kathryn S. Oths and Servando Z. Hinojosa (eds.), *Healing By Hand: Manual Medicine and Bonesetting in Global Perspective*, Walnut Creek: AltaMira, 2004, pp.157-169.

Barnes, Linda L., 'American Acupuncture and Efficacy: Meanings and Their Points', *Medical Anthropology Quarterly* 19(3) 2005, pp.239-266.

Johnson, R. Elise B., 'Care for Infibulated Women Giving Birth in Norway: An Anthropological Analysis of Health Workers' Management of a Medically and Culturally Unfamiliar Issue', *Medical Anthropology Quarterly* 20(4) 2006, pp.516-544.

Keshavjee, Salmaan, 'Bleeding Babies in Badakhshan: Symbolism, Materialism, and the Political Economy of Traditional Medicine in Post-Soviet Tajikistan', *Medical Anthropology Quarterly* 20(1) 2006, pp.72-93.

Lamphere, Louise, 'Providers and Staff Respond to Medicaid Managed Care: The Unintended Consequences of Reform in New Mexico', *Medical Anthropology Quarterly* 19(1) 2008, pp.3-25.

Ministero della Salute homepage: <http://www.salute.gov.it/>

Moerman, Daniel E., 'Cultural Variations in the Placebo Effect: Ulcers, Anxiety, and Blood Pressure', *Medical Anthropology Quarterly* 14(1) 2000, pp.51-72.

---. 'Physiology and Symbols: The Anthropological Implications of the Placebo Effect', in Lola Romanucci-Ross, Daniel E. Moerman, and Laurence R. Tancredi (eds.), *The Anthropology of Medicine: From Culture to Method*, 3rd ed., Westport: Bergin and Garvey 1997, pp.240-253.

Ng, Bernardo, Joel E. Dimsdale, Jens D. Rollnik, and Harvey Shapiro, 'The Effect of Ethnicity on Prescriptions for Patient Controlled Analgesia for Post-Operative Pain', in Lola Romanucci-Ross, Daniel E. Moerman, and Laurence R. Tancredi (eds.), *The Anthropology of Medicine: From Culture to Method*, 3rd ed., Westport: Bergin and Garvey 1997, pp.271-280.

Nyamongo, Isaac K., 'Borana Bonesetters: Integrating Modernity and Tradition in a Northern Kenyan Pastoral Community', in Kathryn S. Oths and Servando Z. Hinojosa (eds.), *Healing By Hand: Manual Medicine and Bonesetting in Global Perspective*, Walnut Creek: AltaMira 2004, pp.221-236.

Oths, Kathryn S., 'The *Componedor's* Place in the Pluralistic Andean Health Care System', in Kathryn S. Oths and Servando Z. Hinojosa (eds.), *Healing By Hand: Manual Medicine and Bonesetting in Global Perspective*, Walnut Creek: AltaMira 2004, pp.199-220.

Raybeck, Douglas, Judy Shoobe, and James Grauberger, 'Women, Stress, and Participation in Possession Cults: A Reexamination of the Calcium Deficiency Hypothesis', *Medical Anthropology Quarterly* 3(2) 1989, pp.139-161.

Romanucci-Ross, Lola, and Daniel E. Moerman, 'The Extraneous Factor in Western Medicine', in Lola Romanucci-Ross, Daniel E. Moerman, and Laurence R. Tancredi (eds.), *The Anthropology of Medicine: From Culture to Method*, 3rd ed. Westport: Bergin and Garvey 1997, pp.351-368.

Reiff, Marian, Havah Zakut, and Michael A. Weingarten, 'Illness and Treatment Perceptions of Ethiopian Immigrants and Their Doctors in Israel', *American Journal of Public Health* 89 (12) 1999, pp.1814-1818.

Scheper-Hughes, Nancy, and Margaret M. Lock, 'The Mindful Body: A Prolegomenon to Future Work in Medical Anthropology', *Medical Anthropology Quarterly* 1 (1) 1989, pp.6-41.

Taylor, Janelle S., 'The Story Catches You and You Fall Down: Tragedy, Ethnography, and Cultural Competence', *Medical Anthropology Quarterly* 17 (2) 2003, pp.159-181.

RECOMMENDED READINGS

The recommended reading(s) and/or text(s) for this course are below. These recommended readings are not mandatory, but they will assist you with research and understanding course content.

Farmer, Paul, *Infections and Inequalities: The Modern Plaques*, Berkeley: University of California Press 2001, 419 pp.

Glick, Leonard, *Marked in Your Flesh: Circumcision from Ancient Judea to Modern America*, Oxford: Oxford University Press 2005, 370 pp.

Gruenbaum, Ellen, *The Female Circumcision Controversy: An Anthropological Perspective*, Philadelphia: University of Pennsylvania 2001, 242 pp.

Kleinman, Arthur, *The Illness Narratives: Suffering, Healing, and the Human Condition*, New York: Basic Books 1989, 304 pp.

Laquer, Thomas, *Making Sex: Body and Gender from the Greeks to Freud*, Cambridge: Harvard University Press 1990, 313 pp.

Mol, Annemarie, *The Body Multiple: Ontology in Medical Practice*, Durham: Duke University Press 2003, 216 pp.

ADDITIONAL RESOURCES

In order to ensure your success abroad, CEA has provided the academic resources listed below. In addition to these resources, each CEA Study Center provides students with a physical library and study areas for group work. The Academic Affairs Office at each CEA Study Center also compiles a bank of detailed information regarding libraries, documentation centers, research institutes, and archival materials located in the host city.

- **UNH Online Library:** As a CEA student, you will be given access to the online library of CEA's School of Record, the University of New Haven (UNH). You can use this online library to access databases and additional resources while performing research abroad. You may access the UNH online library [here](#) or through your MyCEA Account. You must comply with UNH Policies regarding library usage.
- **CEAClassroom – Moodle:** CEA instructors use Moodle, an interactive virtual learning environment. This web-based platform provides you with constant and direct access to the course syllabus, daily schedule of class lectures and assignments, non-textbook required readings, and additional resources. Moodle includes the normal array of forums, up-loadable and downloadable databases, wikis, and related academic support designed for helping you achieve the learning objectives listed in this syllabus.

During the first week of class, CEA academic staff and/or faculty will help you navigate through the many functions and resources Moodle provides. While you may print a hard copy version of the syllabus, you should always check Moodle for the most up-to-date information regarding this course. The instructor will use Moodle to make announcements and updates to the course and/or syllabus. It

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is your responsibility to ensure that you have access to all Moodle materials and that you monitor Moodle on a daily basis in case there are any changes made to course assignments or scheduling.

To access Moodle: Please log-in to your MyCEA account using your normal username and password. Click on the “While You’re Abroad Tab” and make sure you are under the “Academics” sub-menu. There you will see a link above your schedule that says “View Online Courses” select this link to be taken to your Moodle environment.

- **Online Reference & Research Tools:** The course instructor has identified the resources below to assist you with understanding course topics. You are encouraged to explore these and other avenues of research including the databases available via the UNH online library.

U.S. National Library of Medicine – National Institute of Health: <http://www.nlm.nih.gov>

Society for Medical Anthropology: <http://www.medanthro.net>

World Health Organization: <http://www.who.int>

Sistema Sanitario Nazionale (Italy): <http://www.salute.gov.it>

COURSE CALENDAR
Cross-Cultural Perspectives on Disease, Wellness & Healthcare

SESSION	TOPICS	ACTIVITY	READINGS & ASSIGNMENTS
1	Course Introduction: Review Syllabus & Classroom Policies	Course Overview	In class worksheet
2	Defining Health & Illness	Class Discussion on <i>Well & Get Sick</i> Vs. <i>Sick & Get Well</i>	Romanucci-Ross and Moerman, <i>Extraneous Factor in Western Medicine</i> , pp.351-368
3	Body, Mind, & Culture	Lecture & Discussion	Scheper-Hughes and Lock, <i>The Mindful Body</i> , pp.6-41
4	The Roots of Scientific Medicine: Medieval Clinicians in Seville Pt. 1	Lecture & Discussion	Henderson, pp.3-67
5	The Roots of Scientific Medicine: Medieval Clinicians in Seville Pt. 2	Study Excursion: <i>Hospital de los Venerables</i>	Henderson, pp.70-98 Supplementary handouts & maps distributed in class
6	From Medieval to Early Modern: Civic & Religious Medical Institutions	Lecture & Discussion	Henderson, pp.70-135 DUE: Reading Response Report
7	Public Health in Seville	Lecture & Discussion	Henderson, pp.147-200
8	The Practicalities of Medicine	Study Excursion: <i>Hospital of Santa Isabel</i>	Henderson, pp.225-282
9	The Development of the Scientific Perspective	Lecture & Discussion	Henderson, pp.286-336
10	Representing the Anatomical Body in the Early Modern	Study Excursion: <i>Hospital de los Venerables</i>	<i>Optional: Laquer, pp.63-113</i>
11	Situating Culture & Medicine in the Present Historical Moment	Lecture & Discussion	Oths, <i>Pluralistic Andean Care</i> , pp.199-220 Nyamongo, <i>Borana Bonesetters</i> , pp.221-236
12	Scientific & Other Medicines	Lecture & Discussion	Raybeck et al, <i>Women and Possession</i> , pp.139-161 Reiff et al, <i>Ethiopian Patients in Israel</i> , pp.1814-1818 DUE: Site Study Report

13	The Central Role of Culture	Lecture & Discussion	Fadiman, <i>Spirit Catches You</i> , pp.3-59
14	Culture & Medicine Overview Review Readings	Review for Midterm	Review all course materials and notes
15	MIDTERM EXAMINATION		
16	Cross-Cultural Conflict: Medical or Spiritual?	Lecture & Discussion	Fadiman, pp.60-105
17	Cross-Cultural Conflict: In Whose Best Interest?	In Class Activity: Debating Rights to Medical Care	Fadiman, pp.106-153
18	Concluding Cross-Cultural Conflict: Paths Ahead?	Lecture & Discussion	Fadiman, pp.210-249
19	Critiquing Fadiman's Popular & Successful Work	Roundtable Discussion: Evaluating Taylor's Critique of Fadiman	Fadiman, pp.250-290 Taylor, <i>Story Catches You</i> , pp.159-181
20	Locally Variable Responses to Universal Experiences: Birth	Lecture & Discussion	Jordan, <i>Birth in Four Cultures</i> , pp.3-44
21	Recognizing the Culture in Scientific Medicine	Lecture & Discussion	Jordan, pp.45-90
22	Objectively Evaluating Outcomes (or Evidence Based Anthropology)	In Class Activity: Birth Plans	Jordan, pp.121-146
23	Medical Care in Historical Moments Revisited	Lecture & Discussion	Jordan, pp.169-215
24	Structural Approaches to Health: Spain & Europe	Lecture & Discussion	PDF reading: http://www.euro.who.int/en/countries/spain
25	Structural Approaches to Health: The United States	Lecture & Discussion	Lamphere, <i>Medicaid Managed Care</i> , pp.3-25 Barnes, <i>Acupuncture in America</i> , pp.239-266 DUE: Case Study Plan of Action
26	Examining the Development of Perspectives on Health	In Class Activity: Debate over New	Read and review appropriate materials and handouts

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		Perspectives	
27	Final Review	Review for the Final	Review all course materials and notes
28	FINAL EXAMINATION		
29-30	Final Reflections Guest Lecture: <i>Where Spain is going?</i>		

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SECTION III: CEA Academic Policies

The policies listed in this section outline general expectations for CEA students. You should carefully review these policies to ensure 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.

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 and/or early departures from class may result in being marked absent as determined by your course instructor. You 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 stipulates. 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 the course instructor. Late homework may not be accepted and/or points may be deducted. Typically homework submitted several days after the deadline, with no previous discuss with your instructor, will not be accepted. It is at the instructor's discretion to determine penalties for assignments submitted after the due date.

EXTRA CREDIT: Individual student requests for extra credit are not permitted. Extra credit for students who miss classes, quizzes, and/or 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 extra credit. Under no circumstance will extra credit exceed more than 5% of your overall course assessment.

COURSE SECTIONS: You must attend the class section you are enrolled in, and you may not switch sections after the add/drop period unless special permission is granted by the instructor in conjunctions with the onsite Academic Director. Any students who attend a section of a class for which they are not enrolled 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. You are expected to attend any make-up classes, and you should understand that the standard attendance policy will still 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. Any 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. All students are expected 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 class sessions 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 ENVIRONMENT: As a student, you 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 session.

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. You should check your MyCEA Account at the beginning of the semester and at the end of course enrollment 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: You may make adjustments to your course schedule 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 for semester programs or on the second day of classes for summer programs. Some limitations may apply to use of the Add/Drop period depending on your offering and/or course enrollments. You are responsible for notifying your home institution of any schedule changes.

COURSE WITHDRAWAL: If you wish to withdraw from a course after the conclusion of the CEA Add/Drop period, you must do so by completing the [*Change of Course Petition*](#) form. You must also notify your instructor in writing of your intent to withdraw from the course. Course withdrawals filed after the end of the first week of classes until the Course Withdrawal Deadline will be reported as a “W” on your academic transcript. The

Withdrawal Deadline for a semester program is the Friday of the ninth week of classes. The Course Withdrawal Deadline for a summer program is at the end of the first week of classes. Course withdrawals may vary or not be available for special programs such as Early Start programs. Please see the Academic Calendar for specific course withdrawal dates for your session. After the Course Withdrawal Deadline, any student effectively withdrawing from a course by virtue of not attending will be given an “F” in accordance with the CEA Attendance Policy. You must remain academically eligible in all cases by complying with the minimum number of credits required to maintain full-time student status. No tuition or course fee refunds or adjustments will be made due to 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 grading and attendance records can be accessed via your MyCEA Account at any time throughout your program. You are responsible for adhering to 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](#). Violations of CEA’s Academic Integrity Policy may result in serious consequences, including course failure and/or program dismissal. CEA reserves the right to share information of such violations with your home institution.

ACADEMIC & SPECIAL NEEDS ACCOMMODATIONS: CEA is supportive of students who require academic and/or special needs accommodation(s) while studying abroad. If you would like to request accommodations while abroad, you must notify CEA in advance and provide documentation no later than 2 weeks 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 whether 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 in the host country, and the costs of available services. Late requests for accommodations are subject to review, and CEA may not be able to provide accommodations without sufficient notice. Retroactive requests for accommodations will not be considered. You can learn more about academic and special needs accommodations by reviewing the [CEA Disability Policy](#).

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 and/or require absence from scheduled classes. CEA instructors will make reasonable accommodations for any students who must miss a class, exam, or other academic exercise because of a required religious observance. In order to request religious accommodations, you must complete the CEA Religious Observance Request form and submit the form to your instructor and/or CEA onsite academic staff. To be considered eligible for religious accommodations, you must submit this form by the end of the second week of classes for semester programs or by the end of the second day of classes for summer programs. Students participating in religious accommodations 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.

ACADEMIC ELIGIBILITY: You must remain academically eligible to participate in CEA classes. Factors determining eligibility are outlined in the CEA Student Policies and include: full-time student 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 for 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: You 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 of Record, the University of New Haven (UNH) of West Haven, Connecticut. For any questions regarding your academic transcript, please contact: Transcripts@ceaStudyAbroad.com

GRADE APPEALS: If you would like to appeal your earned grade for a CEA Study Center course, you may do so by completing the CEA Grade Appeal Application form and submitting it to Academics@ceaStudyAbroad.com. For students participating in semester programs, you must submit the request form within the 60-day period following your program end date. For students participating in yearlong programs, (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 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 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.

ALL CEA POLICIES: As a CEA student, you are expected to adhere to the policies outlined in this syllabus as well as all CEA policies located at <http://www.ceastudyabroad.com/student-policy/cea-policies>. If you are participating in a hybrid program with CEA, you are similarly expected to adhere to all policies at the foreign partner institution you attend. Regardless of programming option chosen, all students are expected to adhere to the policies of their home institutions while studying abroad with CEA.