



University of
New Haven

Culture & Civilizations of Latin America

SECTION I: Course Overview

Course Code: CUL356EZE

Subject Area(s): Cultural Studies

Prerequisites: None

Language of Instruction: English

Total Contact Hours: 45

Recommended Credits: 3

COURSE DESCRIPTION

This course will study a selection of countries from one of the most diverse and fascinating regions in the world: Latin America. Many centuries before most of the Western Hemisphere advocated for social integration and pluralism, denizens of the Spanish Empire had the first experience of multiculturalism through the mixing of ethnicities.

Students will study a wide variety of themes from multiple Latin American countries with a particular emphasis on Argentina. Framed in a historical perspective, this course compares customs, traditions, and values from Latin American and US cultures. Students will analyze the concept of *Latinidad* and the construction of dominant and alternative Latin American social identities and cultural products by engaging with the realm of the popular and contemporary media. Students will also differentiate the challenges some of these countries face in terms of political stability, uneven modernity, and economic growth as well as examine how these may impact their cultural development.

The course guides students to successfully navigate and adapt to Latin American ways of life, leading to the acquisition of enhanced intercultural strategies. While traversing the theoretical terrain of the socio-political components of Latin America, students will reflect on cultural differences and to what extent these countries' societies and traditions are linked to their historical configuration, political regimes, and economic structures.

LEARNING OBJECTIVES

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

- Appraise political, social, and economic factors reflected in contemporary Latin American culture.
- Distinguish the concepts of dominant and alternative culture and their interplay in specific moments of Latin American history.
- Formulate a transnational concept of ‘*Latinidad*’ based on a shared historical identity.
- Compare Latin American cultures with that of the United States.

SECTION II: Instructor & Course Details

INSTRUCTOR DETAILS

Name:	TBA
Contact Information:	TBA
Term:	SEMESTER

ATTENDANCE POLICY

This class will meet 2 times weekly for 90-minute sessions. 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 – SEMESTERS		
Courses Meeting X day(s) Per Week	Allowed Absence(s)	Automatic Failing Grade at X th 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

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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%
Paper	15%
Oral Presentation	15%
Midterm Examination	30%
Final Examination	30%

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
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

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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)

Paper (15%): You will hand in one paper (1,000 to 1,200 word total). This paper will be on one topic of your preference. Over the course of the term, you will choose and investigate three aspects of a special topic. The topic can be taken directly from the class or you can choose another with your instructor’s approval. You will embark upon a cultural experience (visits, interviews, research) for each aspect of your topic. The goal is to show how your experience fits (or not) with what you have read in the relevant literature; what intercultural competencies were employed; and your own personal feedback on the event. Formatting details will be provided in class.

Oral Presentation (15%): You will present on the topic of your paper. The format will be a 15-minute presentation on your topic in order to impart the knowledge you have accumulated to your classmates.

Midterm & Final Exams (60% total, 30% each): The midterm and final exams are designed to establish and communicate to you the progress you are making towards meeting the course learning objectives listed above. They are comprised of questions and exercises that test your abilities in three important areas of competency: the amount of information you master; the accuracy of the information you present; and the significance you ascribe to the facts and ideas you have integrated across your study in this course.

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 included in this course:

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- Field Studies to the Latin American Art Museum of Buenos Aires & Ricardo Rojas Museum

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. 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).

Bosca, Roberto, “Evita: A Case of Political Canonization” in *The Making of Saints*, edited by June Macklin. Alabama: The University of Alabama Press, 2005, pp. 59-74.

Castro, Fidel, “History Will Absolve Me” in *The Argentina Reader: History, Culture, Politics*, edited by Gabriela Nouzeilles & Graciela Montaldo. Durham: Duke University Press, 2002, pp. 306-314.

De las Casas, Bartolomé, *A short account of the destruction of the Indies*, Preface & Hispaniola. New York: Penguin Books, (Published in 1552), 2004.

Deffebach, Nancy, *María Izquierdo and Frida Kahlo: challenging visions in modern Mexican art*, Introduction. Austin: University of Texas Press, 2015.

Discépolo, Enrique Santos, “Cambalache” in *The Argentina Reader: History, Culture, Politics*, edited by Gabriela Nouzeilles & Graciela Montaldo. Durham: Duke University Press, 2002.

FARC & ELN (Fuerzas Armadas Revolucionarias de Colombia and Ejército de Liberación Nacional), “Starting Points for the FARC and the ELN” in *The Colombia Reader: History, Culture, Politics*, edited by Ann Farnsworth-Alvear, Marco Palacios & Ana María Gómez López. North Carolina: Duke University Press, 2017, pp. 367-376.

Friedman-Rudovsky, Noah, “The Coca Commodity Circuit” in *The Bolivia Reader: History, Culture, Politics*, edited by Sinclair Thomson, Rossana Barragán, Xavier Albó, Seemin Qayum & Mark Goodale. Durham: Duke University Press, 2018, pp. 592-596.

Graham-Jones, Jean, *Evita, Inevitably: Performing Argentina's Female Icons Before and After Eva Perón*. Ann Arbor: The University of Michigan Press, 2014.

Griffin, Jo, “Why I love the depiction of the favela in City of God”, *The Guardian*, 2013.

Guevara, Ernesto, “The Latin American Revolution according to «Che»” in *The Argentina Reader: History, Culture, Politics*, edited by Gabriela Nouzeilles & Graciela Montaldo. Durham: Duke University Press, 2002, pp. 345-351.

Horowitz, Joel, “Populism and its legacies in Argentina” in *Populism in Latin America*, edited by Michael Conniff. University of Alabama Press, 1999, pp. 22-42.

Karush, Matthew, “Indigenous Argentina and Revolutionary Latin America: Mercedes Sosa and the Multiple Meanings of Folk Music” in *Musicians in Transit. Argentina and the Globalization of Popular Music*. Durham: Duke University Press, 2017, pp. 142-178.

Karush, Matthew, “The Music of Globalization: Gustavo Santaolalla and the Production of Rock Latino” in *Musicians in Transit. Argentina and the Globalization of Popular Music*. Durham: Duke University Press, 2017, pp. 179-215.

LeGrand, Catherine, “Living in Macondo. Economy and Culture in a United Fruit Company Banana Enclave in Colombia” in *Close Encounters of Empire: Writing the Cultural History of U.S.-Latin*

American Relation, edited by Gilbert Michael Joseph, Catherine LeGrand & Ricardo Donato Salvatore. Durham: Duke University Press, 1998, pp. 333-368.

Levitsky, Steven, *Transforming labor-based parties in Latin America: Argentine Peronism in comparative perspective*, Chapters 8 & 9. Cambridge: Cambridge University Press, 2003.

Manzano, Valeria, "Rock Nacional and Revolutionary Politics: The Making of a Youth Culture of Contestation in Argentina, 1966-1976" in *The Americas*, Vol. 70, No 3, 2014, pp. 393-427.

Martí, José, "Our America" in *The Cuba Reader: History, Culture, Politics*, edited by Aviva Chomsky, Barry Carr & Pamela Maria Smorkaloff. Durham: Duke University Press, 2003, pp. 122-127.

Martínez, Tomás Eloy, "Saint Evita" in *The Argentina Reader: History, Culture, Politics*, edited by Gabriela Nouzeilles & Graciela Montaldo, Durham: Duke University Press, 2002.

McPherson, Alan, "The Road to Caracas Or, Richard Nixon Must Get Stoned" in *Yankee no! Anti-Americanism in U.S.-Latin American Relations*. Cambridge: Harvard University Press, 2003, pp. 9-37.

Morales Ayma, Evo, "Brother and Comrade" in *The Bolivia Reader: History, Culture, Politics*, edited by Sinclair Thomson, Rossana Barragán, Xavier Albó, Seemin Qayum & Mark Goodale. Durham: Duke University Press, 2018, pp. 627-632.

Morse, Richard D., "The urban development of colonial Spanish America" in *The Cambridge History of Latin America Vol. 2: Colonial Latin America*, edited by Leslie Bethell. Cambridge: Cambridge University Press, 1984, pp. 67-104.

Passariello, Phyllis, "Desperately Seeking Something: Che Guevara as Secular Saint" in *The Making of Saints*, edited by June Macklin. Alabama: The University of Alabama Press, 2005, pp. 75-89.

Paz, Octavio, "The Sons of La Malinche" in *The Mexico Reader*, edited by Joseph Gilbert & Timothy Henderson. Durham: Duke University Press, 2002, pp.20-27.

Pérez, Louis A. Jr., *Cuba in the American Imagination: Metaphor and the Imperial Ethos*. Chapel Hill: University of North Carolina Press, 2008.

Poinsett, Joel, "The Mexican Character" in *The Mexico Reader*, edited by Joseph Gilbert & Timothy Henderson. Durham: Duke University Press, 2002, pp. 11-14.

Sarmiento, Domingo, "Civilization or Barbarism?" in *The Argentina Reader: History, Culture, Politics*, edited by Gabriela Nouzeilles & Graciela Montaldo. Durham: Duke University Press, 2002.

Saunders, Tanya L., "The revolution within the revolution: hip hop, Cuba and Afro-decedent challenges to coloniality" in *Cuban Underground Hip Hop: Black Thoughts, Black Revolution, Black Modernity*. Austin: University of Texas Press, 2015, pp. 79-129.

Spedding, Alison, "The Cultural Life of Coca" in *The Bolivia Reader: History, Culture, Politics*, edited by Sinclair Thomson, Rossana Barragán, Xavier Albó, Seemin Qayum & Mark Goodale. Durham: Duke University Press, 2018, pp. 589-591.

Stephenson, Skye, *Understanding Spanish-Speaking South Americans*, Chapters 4 & 5. USA: Intercultural Press, 2003.

Telles, Edward, *Race in Another America: The Significance of Skin Color in Brazil*. Princeton: Princeton University Press, 2004.

Vasconcelos, José, "The Cosmic Race" in *The Mexico Reader*, edited by Joseph Gilbert & Timothy Henderson. Durham: Duke University Press, 2002, pp. 15-19.

Wallerstein, Claire, *Culture Shock! Costa Rica: A Survival Guide to Customs and Etiquette*, Chapter 4. New York: Marshall Cavendish, 2011.

Walters, G.K & Carpenter, K., “Gender-Role Stereotypes and Culture in Jamaica and Barbados”, in *Interweaving Tapestries of Culture and Sexuality in the Caribbean*, edited by Karen Carpenter. Palgrave Macmillan, 2017, pp. 15-34.

Yupanqui, Atahualpa, “The Muleteer” in *The Argentina Reader: History, Culture, Politics*, edited by Gabriela Nouzeilles & Graciela Montaldo. Durham: Duke University Press, 2002.

SELECTED FILMS AND DOCUMENTARIES

The selected videos for this course are listed below. You can find access to these via the online Moodle CEA Classroom or by borrowing them from the CEA Media Library:

[*A photographer from Argentina captures «gaucho» life*](#)

CGTN America, 2018.

Che Guevara: The Body and the Legend.

Directed by Raffaele Brunetti. B&B Films, 2007.

Cidade de Deus.

Directed by Fernando Meirelles & Kátia Lund. 02 Filmes & VideoFilmes, 2002.

[*The Ethnographer*](#)

Directed by Ulises Rossell. Fortunato Films, 2012.

[*Poetry, Music & Identity*](#)

TED Talk by Jorge Drexler, 2017.

Walt & El Grupo

Directed by Theodore Thomas. Walt Disney Family Foundation Films, 2008.

RECOMMENDED FILMS AND DOCUMENTARIES

The recommended films and documentaries for this course are below. These recommended audiovisual materials are not mandatory, but they will assist you with research and understanding course content.

Argentina:

Biography: Evita – The Woman Behind the Myth. 1997.

El Bonaerense. Director: Pablo Trapero, 2002.

El Secreto de sus Ojos. Director: Juan José Campanella, 2009.

Evita: The Story of Eva Peron, 1997.

Juan Moreira. Director: Leonardo Favio, 1973.

Kiss of the Spider Woman. Director: Héctor Babenco, 1986.

Relatos Salvajes. Director: Damián Szifrón, 2014.

Chile:

Nostalgia de la Luz. Director: Patricio Guzmán, 2010.

Paraguay:

Siete cajas. Directors: Juan Carlos Maneglia y Tana Schémbori, 2012.

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ADDITIONAL RESOURCES

In order to ensure you 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.

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 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.

COURSE CALENDAR
Culture & Civilizations of Latin America

SESSION	TOPIC	ACTIVITY	READINGS & ASSIGNMENTS
1	Introduction: Spanish Black Legend	Debate	De las Casas, Bartolomé, <i>A short account of the destruction of the Indies</i> , Preface & Hispaniola.
2	Urban Colonial Latin America: Geographical orientation	Lecture & Discussion	Morse, Richard D., “The urban development of colonial Spanish America”
3	Native Americans on Argentine Soil	Lecture & Discussion	Reading: Sarmiento, Domingo, “Civilization or Barbarism?” Screening: <i>The Ethnographer</i> Directed by Ulises Rossell. Fortunato Films, 2012.
4	Argentine Culture as Discourse: Tango and Gauchos	Lecture & Discussion	Readings: Discépolo, Enrique Santos, “Cambalache” Yupanqui, Atahualpa, “The Muleteer” Screening: <i>A photographer from Argentina captures «gaucho» life</i> CGTN America, 2018. <i>Walt & El Grupo</i> Directed by Theodore Thomas. Walt Disney Family Foundation Films, 2008.
5	Field Study: Ricardo Rojas Museum		—

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SESSION	TOPIC	ACTIVITY	READINGS & ASSIGNMENTS
6	Latin America & Its Music	Lecture & Discussion	Screening: <i>Poetry, Music & Identity</i> TED Talk by Jorge Drexler, 2017.
7	Cultural Imperialism (I): The case of Cuba	Lecture & Discussion	Pérez, Louis A. Jr., <i>Cuba in the American Imagination: Metaphor and the Imperial Ethos.</i>
8	The Caribbean & Hip-Hop culture	Lecture & Discussion	Saunders, Tanya L., “The revolution within the revolution: hip hop, Cuba and Afro-decedent challenges to coloniality”
9	Cultural Imperialism (II): The case of Colombia	Lecture & Discussion	LeGrand, Catherine, “Living in Macondo. Economy and Culture in a United Fruit Company Banana Enclave in Colombia”
10	The Caribbean: Culture and Sexuality	Lecture & Discussion	Walters, G.K & Carpenter, K., “Gender-Role Stereotypes and Culture in Jamaica and Barbados”
11	Field Study: Latin American Art Museum of Buenos Aires		—
12	In-Class Review Session	Review for Midterm Exam	<i>All course readings & materials.</i>
13	MIDTERM EXAM		

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Culture & Civilizations of Latin America

SESSION	TOPIC	ACTIVITY	READINGS & ASSIGNMENTS
14	Anti-Americanism: The case of Venezuela	Lecture & Discussion	McPherson, Alan, “The Road to Caracas Or, Richard Nixon Must Get Stoned”
15	The Revolutionary 1960s	Lecture & Discussion	<p>Readings: Martí, José, “Our America” Castro, Fidel, “History Will Absolve Me” Passariello, Phyllis, “Desperately Seeking Something: Che Guevara as Secular Saint” Guevara, Ernesto, “The Latin American Revolution according to «Che»”</p> <p>Screening: <i>Che Guevara: The Body and the Legend.</i> Directed by Raffaele Brunetti. B&B Films, 2007.</p>
16	Rock Latino	Lecture & Discussion	<p>Karush, Matthew, “Indigenous Argentina and Revolutionary Latin America” Karush, Matthew, “The Music of Globalization: Gustavo Santaolalla and the Production of Rock Latino” Manzano, Valeria, “Rock Nacional and Revolutionary Politics”</p>
17	Argentine Peronism in Latin America Perspective	Lecture & Discussion	<p>Horowitz, Joel, “Populism and its legacies in Argentina” Bosca, Roberto, “Evita: A Case of Political Canonization” Levitsky, Steven, <i>Transforming labor-based parties in Latin America</i>, Chapters 8 & 9.</p>

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SESSION	TOPIC	ACTIVITY	READINGS & ASSIGNMENTS
18	Bolivia & the Andean World	Lecture & Discussion	Spedding, Alison, “The Cultural Life of Coca” Friedman-Rudovsky, Noah, “The Coca Commodity Circuit” Morales Ayma, Evo, “Brother and Comrade”
19	Social [Unwritten] Codes in South America	Lecture & Discussion	Stephenson, Skye, <i>Understanding Spanish-Speaking South Americans</i> , Chapters 4 & 5.
20	Brazil: Rethinking racial issues	Lecture & Discussion	Readings: Telles, Edward, <i>Race in Another America: The Significance of Skin Color in Brazil</i> . Griffin, Jo, “Why I love the depiction of the favela in City of God” Screening: <i>Cidade de Deus</i> . Directed by Fernando Meirelles & Kátia Lund. 02 Filmes & VideoFilmes, 2002.
21	Violence in Latin America	Lecture & Discussion	FARC & ELN, “Starting Points for the FARC and the ELN”
22	The Search for “<i>Lo Mexicano</i>”	Lecture & Discussion	Poinsett, Joel, “The Mexican Character” Vasconcelos, José, “The Cosmic Race” Paz, Octavio, “The Sons of La Malinche” Deffebach, Nancy, <i>María Izquierdo and Frida Kahlo</i> , Introduction.

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COURSE CALENDAR
Culture & Civilizations of Latin America

SESSION	TOPIC	ACTIVITY	READINGS & ASSIGNMENTS
23	Social [Unwritten] Codes in Central America: Practice body language	Lecture & Discussion	*Due: Final Paper Wallerstein, Claire, <i>Culture Shock! Costa Rica</i> , Chapter 4.
24	Class Presentation	Oral Presentation	<i>Based on the topic of your paper.</i>
25	In-Class Review Session	Review for Final Exam	<i>All course readings & materials.</i>
26	FINAL EXAM		

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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 on our website. CEA reserves the right to change, update, revise, or amend existing policies and/or procedures at any time. For the most up to date policies, please review the policies on our website.

Class & Instructor Policies can be found [here](#).

General Academic Policies can be found [here](#).