



**SDNY URBS/SOCY 3360**  
**Locating Social Inequality**  
**CAPA SYDNEY PROGRAM**

**Course Description**

This course focuses on the experiences of cultural and socio-economic difference in Sydney, and through global comparative analyses. This includes applied social science approaches to inequality, diversity, community, sense of place, and environmental sustainability in the urban setting. There is an emphasis upon spatial literacy for social scientists (fieldwork, mapping, data analysis and place description).

**Course Aims**

'Locating Social Inequality' will explore the ways inequality and community manifests in urban landscapes. Focus is placed on critically evaluating the benefits and potential issues arising out of migration localities such as Cabramatta and provides cross-cultural analysis opportunities through an investigation of 'ghettos' and 'ghettoisation' in American and Australian contexts. In the course, emphasis will be placed on exploration of 'space' and 'place' in the construction of community, belonging, and the development of minority specific services through discussion of Indigenous communities (rural and Redfern's 'The Block'), queer spaces (Oxford St and Newtown), and spaces of socio-economic disadvantage (Miller's Point and Mt Druitt). The course will engage with questions of urban design and the connections to social inclusion, environmental sustainability, and health (including mental health) through comparative analyses of public space and public housing projects in an international context.

**Requirements and Prerequisites**

No previous requirements or pre-requisites are required. This course assumes a basic level of knowledge of sports. Students from a variety of backgrounds and interests are encouraged to take this class. Students will find the course provides a good foundation for internships and further studies in cultural studies, public policy, business, marketing or global studies.

## **Learning Outcomes**

At the end of the course students should be able to:

- a. Construct inventories on the urban impacts of social, economic and environmental processes;
- b. Illustrate, using graphics and text, landscape and social change;
- c. Evaluate the strengths and weaknesses of the different measures of social change;
- d. Understand theories of inequality, diversity, community, sense of place and environmental sustainability;
- e. Identify and summarise the competing political arguments regarding the impacts of global forces (immigration, globalisation and environmental change);
- f. Develop a comprehensive understanding of and an ability to analyse inequality in cross-cultural contexts.

## **Developmental Outcomes**

Students should demonstrate: responsibility & accountability, independence & interdependence, goal orientation, self-confidence, resilience, appreciation of differences.

## **Class Methodology**

This course will use a combination of lectures, seminars, presentations, fieldwork and student discussion via face-to-face teaching and utilising online forums.

## **Field Components**

CAPA provides the unique opportunity to learn about the city through direct, guided experience. Participation in field activities for this course is required. You will actively explore the Global City in which you are currently living. Furthermore, you will have the chance to collect useful information that will be an invaluable resource for the essays/papers/projects assigned in this course.

**The assigned field component(s) are:**

Students will under-take a self-guided field trip of a Sydney suburb, and a walking tour of Sydney's LGBTQA+ community based along Oxford St and in Newtown.

## Assessment and Grading

Assessment	Grade	SLO	Due
Participation and group facilitation	25%	a, b, c, d	Weekly
Report using Statistical data	30%	b., c.	Seminar 7
Photographic essay	45%	a, b, c, e	Seminar 11

DESCRIPTOR	ALPHA	NUMERIC	GPA	REQUIREMENT/EXPECTATION
Outstanding (High Distinction)	A	93+	4.0	Maximum grade: In addition to description for grade "A-", the student shows detailed understanding of materials about which he or she can show independent analytical ability. This means the ability to question an issue from different perspectives and evaluate responses in an objective manner.
Excellent (Distinction)	A-	90 - 92	3.7	Student shows understanding of literature beyond the textbook/class hand-outs/class notes, and the work shows a high level of independent thought, presents informed and insightful discussion and demonstrates a well-developed capacity for evaluation.
Very good (High Credit)	B+	87 - 89	3.3	Shows evidence of a capacity to generalise from the taught content, or the material in literature, or from class lectures in an informed manner. Also, the work demonstrates a capacity to integrate personal reflection into the discussion and an appreciation of a range of different perspectives.
Good (Credit)	B	83 - 86	3.0	The work is well organised and contains coherent or logical argumentation and presentation.

Good (Credit)	B-	80 – 82	2.7	Student shows understanding of literature beyond the textbook and/or notes, and, there is evidence of additional reading.
Average (Good Pass)	C+	77-79	2.3	The work demonstrates a capacity to integrate research into the discussion and a critical appreciation of a range of theoretical perspectives. Also, the work demonstrates a clear understanding of the question and its theoretical implications and demonstrates evidence of additional reading.
Adequate (Pass)	C	73 – 76	2.0	Shows clear understanding and some insight into the material in the textbook and notes, but not beyond. A deficiency in understanding the material may be compensated by evidence of independent thought and effort related to the subject matter.
Below Average (Borderline Pass)	C-	70-72	1.7	Shows some understanding of the material in the textbook and notes. A deficiency in any of the above may be compensated by evidence of independent thought related to the subject matter.
Inadequate (Borderline Fail)	D+	67 – 69	1.3	Fails to show a clear understanding or much insight into the material in the textbook and notes
Poor (Fail)	D	60 – 66	0.7 – 1.0	Besides the above for D+, student has not shown interest or engagement in the class work or study.
Poor (Fail)	F	<60	0	Shows little or no understanding of any of the material
Incomplete	I			Please see CAPA policy in the Faculty Handbook.

### 1. Participation and group facilitation (25%)

Divided into two parts, this assessment requires students to take turns as discussion leaders and responders. Students will be allocated a weekly topic where they are to lead discussion – setting up a

discussion question, providing a short presentation / video etc. – and in other weeks students will be designated responders to discussions in the classroom and via online discussion boards. The latter will be run on Discord, which is designed to manage asynchronous study. Participation is a vital part of students' grade. Students are expected to come prepared to class, having completed any set readings, and to participate actively and critically in class discussions and in related online activities. Note that this is a mark for participation, NOT attendance (which is compulsory). Facilitation includes actively encouraging and participating in class, as well as discussion of readings and lecture content.

## **2. Report using statistical data (30%)**

*Length: 1000 words*

This task is based on the initial few weeks of content which focuses on socio-economic differences across Sydney. Students will be taught how to use Quickstats and to understand and then analyse census data as they explore the socio-economic variances across Sydney. The task will include a comparison of two suburbs and students will be guided in how to use quickstats and in their selection of suburbs. Quickstats is available online.

## **3. Individual essay (45%)**

*Length: 2000 words*

This essay involves a field trip which can be run in person, or online via Google maps. This task enables students to explore and analyse a Sydney suburb, an American suburb, or engage in a comparative study with a focus on the benefits and challenges of multiculturalism. Students will be supplied a photo library of potential Sydney-based sites (unique architectural features, restaurants, multi-lingual signage etc) to use as additional evidence in their analysis.

For this assignment, students are asked to provide a written essay following their individual research. This will include scholarly source requirements and the use of three photographs as supporting evidence.

## **Course Materials**

### **Required Readings:**

There is no prescribed text. See CAPA Canvas for weekly readings and Chapters.

### **Recommended Reading(s):**

- Waitt, G, McGuirk, P, Dunn, K, Hartig, K & Burnley, I (2000), 'Inequality between people and places', in *Introducing human geography: globalisation, difference and inequality*, Longman, Sydney, pp. 10 16.

- Young, I.M. (1990), 'Chapter Two: Five Faces of Oppression', Justice and the Politics of Difference. Princeton N.J: Princeton University Press (pay particular attention to 'The faces of oppression' pp. 48-62).
- Randolph, Bill, and Andrew Tice. (2014) 'Suburbanizing Disadvantage in Australian Cities: Sociospatial Change in an Era of Neoliberalism.' Journal of Urban Affairs: Urban Issues in Asia and the Pacific Rim 36.S1, pp. 384-99
- Morgan, G. (2012), Urban renewal and the creative underclass: Aboriginal youth subcultures in Sydney's Redfern-Waterloo. Journal of urban affairs, 34(2), pp.207-222.
- O'Neill, P., (2020), Where are the jobs? Part 1: Western Sydney's Short-lived Jobs Boom, Centre for Western Sydney, Western Sydney University, Parramatta
- Brand, E, Bond, C, and Shannon, C (2016). Indigenous in the city: urban Indigenous populations in local and global contexts. UQ Poche Monograph series. St Lucia, QLD, Australia: The University of Queensland.
- Andersen M.J., Williamson, A.B., Fernando, P., Eades, S. & Redman, S. (2018) "'They took the land, now we're fighting for a house": Aboriginal perspectives about urban housing disadvantage', Housing Studies, 33:4, pp.635-660
- Itaoui, R., (2016). 'The geography of Islamophobia in Sydney: mapping the spatial imaginaries of young Muslims'. Australian Geographer, 47(3), pp.261-279.
- Blakely, E.J. and Snyder, M.G. (1998) Forting up: Gated communities in the United States. Journal of Architectural and Planning Research, pp.61-72.
- Forrest, J., Gorman-Murray, A. and Siciliano, F. (2019), 'The geography of same-sex couples and families in Australia : an empirical review', Australian Geographer, vol 50, no 4 , pp 493 - 509.
- Heynen, N., Perkins, H.A. and Roy, P., (2006). The political ecology of uneven urban green space: The impact of political economy on race and ethnicity in producing environmental inequality in Milwaukee. Urban Affairs Review, 42(1), pp.3-25.
- Wolch, J.R., Byrne, J. and Newell, J.P., (2014). Urban green space, public health, and environmental justice: The challenge of making cities 'just green enough'. Landscape and urban planning, 125, pp.234-244.
- Forsyth, A., (2015). What is a walkable place? The walkability debate in urban design. Urban design international, 20(4), pp. 274-292.

## Journals

- Australian Geographer
- Housing Studies

- Journal of Architectural and Planning Research
- Journal of Urban Affairs
- Journal of Urban Affairs: Urban Issues in Asia and the Pacific Rim
- Cultural Geographies
- Journal of Cultural Geography
- Sustainability

You should be aware that surfing the internet in search of information is no substitute for spending time in the library. Trying to find material on the internet can often be frustrating, time-consuming, and unrewarding. If you do elect to use information from the internet, also be sure to cite it correctly. You should provide the author's name, the title of the document or work, the URL in angled brackets, and the date accessed. Note too that no more than ten percent of your cited sources should be internet-based, and under no circumstances should students rely upon or reference Wikipedia, Sparknotes, or Wordpress.

### Weekly Course Schedule

WEEK 1	
Session 1	<b>Introduction to Locating Social Inequality: Exploring People, Place, and Social Inequality in the landscape</b>
Summary	Introduction to the course and core concepts which frame the approach to locating social inequality from a social science and cultural geography perspective. This class introduces students to and applies Young's 'five faces of oppression' to a Miller's Point and considers broader politics of place and spatial manifestations of inclusion/exclusion.
Out-of-class activity	Discussion Topic 1
Readings	<p>Waitt, G, McGuirk, P, Dunn, K, Hartig, K &amp; Burnley, I (2000), 'Inequality between people and places', in <i>Introducing human geography: globalisation, difference and inequality</i>, Longman, Sydney, pp. 10-16.</p> <p>Randolph, Bill, and Andrew Tice. (2014) 'Suburbanizing Disadvantage in Australian Cities: Sociospatial Change in an Era of Neoliberalism.' <i>Journal of Urban Affairs: Urban Issues in Asia and the Pacific Rim</i> 36.S1, pp. 384-99.</p>

<b>WEEK 2</b>	
<b>Session 2</b>	<b>Socio-spatial polarisation: explaining socio-economic differences in the landscape</b>
Summary	This week we turn to the socio-economic dimensions of Sydney. Introducing students to key concepts such as socio-spatial polarisation, this class introduces Sydney's economic history and aims to explain social and economic differences in the contemporary climate. Focus is on exploring the impact of de-industrialisation, the shift in Australia's economy, and the concentration of wealth in inner Sydney locations.
Out-of-class activity	Discussion Topic 2
Readings	O'Neill, P., 2020, Where are the jobs? Part 1: Western Sydney's Short-lived Jobs Boom, Centre for Western Sydney, Western Sydney University, Parramatta.

<b>WEEK 3</b>	
<b>Session 3</b>	<b>Colonial Past/Colonial Space</b>
Summary	In this week's class we turn to the issue of race and the politics of place as they developed in the colonial period. To engage in a critical analysis of race, place and disadvantage we will also be utilizing critical race theory and critical whiteness theory as we explore the complex relationship between public/private space, whiteness, institutional racism, and national identity in Australia. These conceptual underpinning are also considered in light of other post-colonial nations as we take a broader, global perspective.
Out-of-class activity	Discussion Topic 3
Readings	Brand, E, Bond, C, and Shannon, C (2016). Indigenous in the city: urban Indigenous populations in local and global contexts. UQ Poche Monograph series. St Lucia, QLD, Australia: The University of Queensland.  Andersen, M.J., Williamson, A.B., Fernando, P., Eades, S. & Redman, S. (2018) ' "They took the land, now we're fighting for a house": Aboriginal perspectives about urban housing disadvantage', Housing Studies, 33:4, 635-660



WEEK 4	
<b>Session 4</b>	Multiculturalism: History and comparative analyses
Summary	A key aspect of social difference in Australia is our cultural diversity. Indeed, Australia is often referred to as an 'immigration nation'. This week's learning material explores Australia's cultural diversity by first delving back into history and looking at the Australian nation building project since colonisation, through the White Australia Policy period and into the contemporary era of multiculturalism. In understanding multiculturalism, we explore prescriptive vs descriptive forms, and compare multicultural policy differences between nations.
Out-of-class activity	Discussion Topic 4
Readings	Collins, J. (2013) 'Rethinking Australian Immigration and Immigrant Settlement Policy', <i>Journal of Intercultural Studies</i> , 34:2, 160-177  Ozdowski, S. (2012) 'Australian multiculturalism: the roots of its success', Third International Conference on Human Rights Education: 'Promoting Change in Times of Transition and Crisis', Poland, 6-10 December 2012

WEEK 5	
<b>Session 5</b>	<b>FIELD TRIP</b>
Out-of-class activity	This week students will be tasked with conducting a self-guided field trip of suburb (virtually via Google Maps, or in their area) as part of preparation for assessment 2: Report using statistical data.

WEEK 6	
<b>Session 6</b>	<b>Mapping spatial imaginaries: Islamophobia, ghettoization, and cultural inequality</b>
Summary	This week we look at the spatial dimensions of Islamophobia in Australia, and examine how they might affect Muslim Australian's sense of place, belonging and identity. Consideration is also given to other forms of cultural inequality,

	including ghettoization (US context). The lecture begins by defining and theorising Islamophobia, before placing it in an Australian context using examples of individual and institutional Islamophobia in Sydney.
Out-of-class activity	Discussion Topic 6
Readings	Itaoui, R., (2016). 'The geography of Islamophobia in Sydney: mapping the spatial imaginaries of young Muslims'. <i>Australian Geographer</i> , 47(3), pp.261-279.  Babacan, A. and Babacan, H., (2007). 'New racism and fear: The Cronulla riots and racial violence in Australia'. <i>Uluslararası Hukuk ve Politika</i> , 3, pp.147-152.

<b>WEEK 7</b>	
<b>Session 7</b>	<b>Socio-spatiality and health</b>
Summary	Fast food junctions, poor access to health care and time poverty contribute to the socio-spatial determinants of health. This week we foreground an analysis of poor health in Sydney and America by identifying and discussing sites where high rates of diabetes, cholesterol, reduced life expectancy, and childhood obesity intersect with low socio-economic areas.
In class activity	Screening: Jamie Oliver's 'Food Revolution' Season 1, Episode 1
Out-of-class activity	Discussion Topic 7
Readings	Aubusson, K 2013, 'Where is Australia's diabetes hotspot?', <i>Diabetes Educators Update</i>
Assessments	Assessment 2: Report using statistical data due

<b>WEEK 8</b>	
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<b>Session 8</b>	<b>Gendered spaces and places</b>
Summary	Space has historically been constructed in a binary and gendered fashion, with public space as that of work and the masculine, while the private sphere—the site of domesticity—forms the realm of the feminine and of women. This divide is explored this week with a particular focus on issues of safety, access, inclusion/exclusion, and representation/visibility. The gendering of space continues to divide and dictate women’s movement and aspirations, and in so doing forms part of the unique spatial configuration of gendered disadvantage.
In class	GUEST LECTURE: Dr Nicola Burke TBC
Out-of-class activity	Discussion Topic 8
Readings	Bell, D, Binnie, J, Cream, J & Valentine, G 1994, ‘All hyped up and no place to go’, <i>Gender, Place and Culture</i> , vol. 1, no. 1, pp. 31–47  Listerborn, C 2016, ‘Feminist struggle over urban safety and the politics of space,’ <i>European Journal of Women’s Studies</i> , vol. 23, no. 3, pp. 251–264

<b>WEEK 9</b>	
<b>Session 9</b>	<b>Sexuality and place</b>
Summary	Building off last week’s exploration of gendered space, this week we focus on issues of sexuality and spatial justice. Differences across gender and sexuality have an impact on mobility, access to public space, experience of work, home and leisure spaces, and life chances and wellbeing. This is also a highly topical issues on the international stage as legal rights for same-sex couples and sexuality diverse people are at the forefront of social justice campaigns as distinct gender and sexuality inequalities continue to be enmeshed with spatial constructions of work/home and public/private divides.
In-class activity	Walking tour of Oxford St and Newtown, and ‘Keep Newtown Weird’
Out-of-class activity	Discussion Topic 9

Readings	<p>Forrest, J., Gorman-Murray, A. and Siciliano, F. (2019), 'The geography of same-sex couples and families in Australia: an empirical review', <i>Australian Geographer</i>, vol 50, no 4, pp 493 - 509.</p> <p>Gorman-Murray, A. (2013), 'Straight-gay friendships : relational masculinities and equalities landscapes in Sydney, Australia', <i>Geoforum</i>, vol 49, pp 214 - 223.</p>
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WEEK 10	
<b>Session 10</b>	Inaccessible landscapes: Disability, ageing and wellbeing
Summary	In the past weeks we have looked at material inequality across Sydney, including how it varies spatially and some of the reasons for this variation (economic and socio/cultural). This week we will be looking at the impacts of material inequality in Sydney, and Australia more broadly through the lens of ageing, disability and wellbeing.
Out-of-class activity	Discussion Topic 10
Readings	<p>Helen Kendall, Linda Corkery, Susan Thompson, 2011, 'Ageing in place: providing supportive environments for older men', State of Australian Cities conference paper.</p> <p>Gorman-Murray, A. and Bissell, D. (2018), 'Mobile work, multilocal dwelling and spaces of wellbeing', <i>Health and Place</i>, vol 51, pp 232 - 238</p>

WEEK 11	
<b>Session 11</b>	<b>Sustainable spaces</b>
Summary	In our final week we take a more optimistic and forward thinking approach to the inequality, to consider connections being made between reduction of socioeconomic status related health, disadvantage, and forms of inclusion/exclusion, via developments of urban greenspaces. Environmental sustainability, suburb walkability, and the use of 'productive' and public greenspaces are part of a new turn in addressing some of the social issues we

	have discussed thus far in this unit. To do so we will compare and contrast initiatives and programs in effect across the globe, particularly in Scandinavia, and consider their applicability to Australia and America.
Out-of-class activity	Discussion Topic 11
Readings	<p>Wolch, J.R., Byrne, J. and Newell, J.P., (2014). Urban green space, public health, and environmental justice: The challenge of making cities 'just green enough'. <i>Landscape and urban planning</i>, 125, pp.234-244.</p> <p>Forsyth, A., (2015). What is a walkable place? The walkability debate in urban design. <i>Urban design international</i>, 20(4), pp.274-292</p>
Assignments	Assessment 3: Photographic essay due

### Attendance, Participation & Student Responsibilities

**Attendance:** CAPA has a mandatory attendance policy. Attendance is taken at the beginning of every class. The first time a student has an unexcused absence for a class, their grade will not be impacted. The second time a student has an unexcused absence in that class, it will result in a 3 percent reduction of the final grade (for example: an A- [92] will become a B+ [89]). The student will be placed on academic probation at this time. Three unexcused absences per class will result in failure of the course. A pattern of three absences in more than one course will result in dismissal from the program. If a student arrives late for a scheduled class, it is the student's responsibility to notify the instructor to ensure that they are added to the class register for the session.

**Excused Absences:** Absences are only excused for medical reasons, for a family emergency or for a religious holiday. To request an excused absence, students must contact [excused.absence@capa.org](mailto:excused.absence@capa.org) ahead of time and provide evidence (e.g. a doctor's note) of the reason for their absence, otherwise the absence will not be excused. Even if the student knows the absence will not be excused, the student should still contact CAPA to inform CAPA they will not be in class. In addition to contacting [excused.absence@capa.org](mailto:excused.absence@capa.org), it is the responsibility of the student to contact their instructor and make up any missed assignments.

**Class Participation:** Students are expected to participate in all classes and to participate actively and critically in class discussions, and the participation portion of the class will be graded accordingly. Students must read assigned reading BEFORE the class and arrive at the session on time. Participation is a vital part of students' grade: students are expected to participate in class and in online forums and discussions in a critical and evaluative manner; to interact with the faculty and fellow students with respect and tolerance; and to actively engage in discussion. Derogatory or inflammatory comments about the cultures, perspectives or attitudes of others will not be tolerated.

**Academic Accommodations:** Any student who feels they may need an accommodation based on the impact of a physical, psychological, medical, or learning disability should contact the instructor and/or the Director of Academic Affairs privately to discuss their specific needs. Students requesting accommodations must have their home institution's Disabilities Services or an appropriate licensed professional or healthcare provider submit official documentation directly to CAPA in a timely manner outlining their specific needs. If the documentation is submitted by a provider other than the home institution's Disabilities Services, it must be someone familiar with the history and functional limitations of the student's disability (not a relative or family member of the student). Any required accommodations will be approved by CAPA's Vice President for Academic Affairs, in consultation with relevant Academic Directors, before being relayed to faculty. Any

student who requires an accommodation based on official documentation should also discuss their needs directly with their instructor.

**Academic Integrity:** A high level of responsibility and academic honesty is expected. Because the value of an academic course depends upon the absolute integrity of the work done by the student, it is imperative that a student demonstrates a high standard of individual honor in their scholastic work and class behavior. Plagiarism, self-plagiarism and cheating can result in dismissal from the program. Self-plagiarism, copying an assignment entirely or partially to submit to a different class in an attempt to receive credit twice for one piece of work is unacceptable and considered cheating by duplication. Students risk receiving a "0" for any assignments in which they have duplicated their own work. All substantial writing assignments will be run through the plagiarism checking software Turnitin when submitted via CANVAS. See CAPA's Academic Standards and Policies for more information and resources on plagiarism.

**Sexual Misconduct, Required Reporting, and Title IX:** CAPA: The Global Education Network is committed to encouraging a safe and healthy environment at our CAPA centers. This commitment includes the understanding of, and applicable adherence to, the guidelines outlined in Title IX of the Education Amendments of 1972. Title IX necessitates that US universities provide equity in all educational programs and activities without sex discrimination. CAPA understands the implications of Title IX compliance for our institutional partners and thus endeavors to support this compliance as a vital aspect of partnership. The safety and security of all students during a program is a matter of crucial importance to CAPA. To facilitate this, CAPA encourages students to openly disclose any and all information that is Title IX relevant so that CAPA staff can provide support and connect students with appropriate resources. Because students may not understand the implications of Title IX abroad, CAPA will work to advise students about the resources available through Title IX and explain the importance of compliance in Title IX reporting. CAPA will work to build student confidence in CAPA's status as a mandated reporter by outlining the advantage of disclosure for the student, reassuring them that any information disclosed will not be used in an inappropriate manner, and stressing that individuals will only be informed on a need-to-know basis.

**Use of Electronic Equipment in Class:** All devices such as laptops, i-pods, i-pads, netbooks, notebooks and tablets, smartphones, cell phones, etc. are NOT allowed unless students have express permission from the faculty, or they have been instructed to do so. If students require an accommodation to use any type of electronic equipment, they must inform the Director of Academic Affairs at the beginning of term.

**Use of Electronic Translators:** In language courses students are NOT allowed to use electronic translators for writing texts in the target language: those submitting compositions and texts of whatever kind translated in such a fashion will receive a "0" (F) grade for the course.

**Late Submission:** Late submission of papers, projects, journal entries, pieces of homework and portfolios is only permitted with prior approval. A request for an extension must be made to the relevant faculty member no later than two days prior to the due date. Late submission without prior approval will result in a 3 percent per day deduction of the final grade. In either case, work cannot be submitted after feedback has been provided to the rest of the class on the relevant assessment or one session after the due date whichever comes first, after which point a grade of "0" (F) will be given for the assessment.

**Behavior during Examinations:** During examinations, students must do their own work. Unless specifically instructed by the lecturer or instructor, talking during an exam is not permitted, and students may not access online resources of any kind, compare papers, copy from others, or collaborate in any way. Any failure to abide by examination rules will result in failure of the exam and may lead to failure of the course and disciplinary action.