



University of
New Haven

Cultural Resource Management: Museum, Heritage & Galleries

SECTION I: Course Overview

Course Code: CUL323BCN

Subject Area(s): Cultural Studies

Prerequisites: See Below

Language of Instruction: English

Total Contact Hours: 45

Recommended Credits: 3

COURSE DESCRIPTION

Cultural Resource Management (CRM) is the process by which cultural resources – including museums, art galleries, theatres, heritage sites, etc. – are preserved and exhibited for public use. Cultural resources include physical assets such as paintings, sculptures, architecture, and artifacts as well as intangible resources such as folklore, music, and oral story telling. In this course, you will investigate the phenomenon surrounding CRM, including how cultural resources impact the identity, prosperity, and well-being of their communities.

As part of this work, you will be challenged to consider the social and cultural influences that determine which cultural resources are collected/preserved, and ultimately, whose stories in the community are told. Beyond this, you will also consider the different techniques for exhibition. While some works of art can ‘speak for themselves,’ many cultural resources cannot; it becomes the challenge of CRM to determine how to exhibit these resources in a conceptual framework that renders them intelligible to their community.

The past 25 years have marked a global boom in CRM. With new museums ranging from Picasso to sneakers, it has become more important than ever to consider the historical, political, and ethical factors that determine how these cultural resources are managed. This course will include field trips to the many cultural sites that have arisen throughout the city since Barcelona’s adoption of a strong ‘cultural policy’ in the 1990s.

This course will consider the history, politics, and ethics of modern-day exhibitions as well as the social and cultural influences that led to their curation. Using European and North American examples, you will learn techniques for critically analyzing exhibitions and historic sites while also gaining practical experience in planning an interpretive exhibition.

LEARNING OBJECTIVES

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

- Explain the cultural, political, and ethical debates surrounding museum practice.
- Trace the development of the various types of museums and preserved sites and describe how collection and exhibition practices have evolved in response to more diverse audiences.
- Identify the cultural messages behind exhibitions and interpretation programs.
- Describe the technical and ethical issues behind the preservation and conservation of cultural property, evaluate the institutional responses to those issues, and articulate constructive solutions to the inherent conflicts in managing cultural heritage.
- Outline the demands required to manage cultural assets including collections, museums, and heritage sites.
- Appreciate the central role played by museums in modern society and develop an awareness of how curators, politicians, and visitors – past and present – have all played a part in cultivating this role.

PREREQUISITES

This course requires you to have completed either two 100-level courses or one 200-level course in any of the following subject areas: Cultural Studies, History, Anthropology, or Sociology.

SECTION II: Instructor & Course Details

INSTRUCTOR DETAILS

Name:	TBA
Contact Information:	TBA
Term:	SEMESTER

ATTENDANCE POLICY

This class will meet twice weekly for 75 minutes each time. 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 – SPRING & FALL 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

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%
Field Study Assignments	20%
AICAP Assignment	5%
3 Quizzes	15%
Exhibition Project	10%
Midterm Exam	20%
Final Exam	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 the 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 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)

Field Study Assignments (20%): You will file your own reports on five of the Field Study visits made during the course, according to the particular requirement of each one. Worksheets for each visit, guidance, and a rubric will be provided to help complete the reports which must be submitted within one week of the visit. The final grade is the total of the best four reports. A report on one of the AICAP visits can replace a field study visit as long as it is agreed beforehand with the instructor. The course will include the following field studies and guest speaker sessions:

- **Field Study 1:** El Born Centre Cultural
- **Field Study 2:** Museu d'Historia de Catalunya
- **Field Study 3:** Museu Nacional d'Art de Catalunya MNAC

- **Field Study 4:** Museu de Disseny
- **Field Study 5:** Cultural heritage: the Gothic Quarter and el Call

This course will also include the following Guest Speakers:

- Maria Ribas, exhibition coordinator, Centre de Cultura Contemporània de Barcelona (onsite visit)
- Will Shank, street art conservator
- Jorge Bernandez, museum consultant

AICAP Assignment (5%): Choose one of the recommended AICAP activities and write a 1000 word report (specific instructions will be provided), or critically review a reading assigned by the professor. For more information, see the AICAP section of this syllabus.

Quizzes (15%): Three quizzes worth 5% each will be given throughout the term. These quizzes will assess your understanding of key text readings.

Exhibition Project (10%): You will complete an individual or group project (max. 2 students each) involving the conception and design of your own exhibition or thematic museum. Drawing on the class presentations and site visits as well as the session on exhibition planning, each project will include a realistic proposal including: the cultural material to be exhibited, means of interpretation, and overall narrative.

Midterm & Final Exams (20% 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. To that end, they are ‘open note’ tests in which you may consult course notes in composing your answers. The questions are designed to test your understanding of the main concepts underlying the museum enterprise. These concepts will include how CRM has developed historically and the issues facing the conservation and interpretation of cultural heritage in the present day. You will need to synthesize that information with the museums of Barcelona and beyond that we have investigated during the 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). It is mandatory to complete an assignment based on **one** of these activities:

- Splendid Catalonia: Winery & Montserrat Mountain
- The Land of Three Cultures: Girona & Besalú
- Madrid & Art Museums
- Pyrenees & Romanesque Art
- Bomb Shelter
- MNAC
- Designed in Barcelona

REQUIRED READINGS

Reading assignments for this course are listed below. All required readings must be completed according to the due date assigned by the course instructor:

- Alexander, Edward and Mary, *Museum in motion, an introduction to the history and function of museums*, 2007, pp. 366.
- Ambrose, Timothy and Paine, Crispin, *Museum Basics*, 3rd ed. Oxford: Routledge, 2012. pp. 496.
- Ayres, Edward, 'Colonial Williamsburg's Choosing Revolution Storyline', *Public Historian*, Vol. 20, No. 3. (Summer, 1998), pp. 77-92.
- Barker, Emma (ed.), *Contemporary cultures of display*, YUP, 1999. 266 pp.
- Belcher, Michael, *Exhibitions in Museums*, Washington, D.C.: Smithsonian Institution Press, 1991.
- Black, Graham, *The Engaging Museum: Developing Museums for Visitor Involvement*, London: Routledge, 2005, pp. 320.
- Boylan, Patrick J. *Running a Museum: A Practical Handbook*, Paris: ICOM, 2004, pp. 231.
- Braden, Donna R. 'Whose History Is It? Planning Henry Ford Museum's "Clockwork" ', *Technology and Culture*, Vol. 39, No. 3 (Jul., 1998), pp. 489-498.
- Capó, Jaume, *Barcelona guides - Museums*, Barcelona: Ediciones Poligrafa, 2009, pp. 224.
- Carbonell, B. M., *Museum Studies*, Oxford: Blackwell, 2004, pp. 640.
- Carson, Cary, 'The End of History Museums: What's Plan B?', *The Public Historian*, Vol. 30, No. 4 (Fall 2008), pp. 9-27.
- Corsane, Gerard (ed.), *Heritage, Museums and Galleries: An Introductory Reader*, Oxford: Routledge, 2004. 400pp.
- Douet, J, (ed.), *Industrial Heritage Re-Tooled*, Lancaster: Carnegie Publishing, 2013, pp. 243.
- Friedman, Andrew., 'Build It and They Will Pay: A Primer on Guggenomics', *The Baffler*, 15, 2002, pp. 51-56.
- Gough, Paul (ed.), *Banksy: the Bristol legacy*, Bristol: Redcliff Press, 2012, pp. 182.
- Heathcote, Edwin, 'What are design museums actually for?', *Financial Times*, 26 Sept. 2014
- Hein, Hilde S., *The Museum in Transition: A Philosophical Perspective*, Washington, D.C.: Smithsonian Institution Press, 2000. 199pp.
- Johnson, P and Thomas, B, 'The Economics of Museums: A Research Perspective', *Journal of Cultural Economics* 22: 75–85, 1998.
- Karp, Ivan, and Lavine, Steven D. (eds.), *Exhibiting Cultures: The Poetics and Politics of Museum Display*, Washington, D.C.: Smithsonian Institution, 1991, pp. 468.
- Kavanagh, Gaynor (ed.), *Making Histories in Museums*, Leicester: Leicester University Press, 1996, pp. 285.
- McDonald, Marcy, *The Museum and the Web*,
<http://xroads.virginia.edu/~ma05/macdonald/museums/home.html> (consulted 09/2015).
- Merryman, John Henry, 'The Public Interest in Cultural Property': *California Law Review*, Vol. 77, No. 2 Mar., 1989, pp. 339-364.
- Pearce, Susan M., *Museums, Objects and Collections: A Cultural Study*, Washington, D.C.: Smithsonian Institution Press, 1993, pp. 312.

- Pearce, Susan M., *Interpreting Objects and Collections*, Leicester: Leicester University Press,, 1994, pp. 343.
- Roland, Alex, 'Voices in the Museum', *Technology and Culture*, Vol. 39, No. 3 (Jul., 1998), pp. 483-488.
- Redondo, María Rubio, 'Is minimal intervention a valid guiding principle?': *e_conservation*, No. 6, June 2008, pp. 33-37/76.
- Thelen, David, 'History after the Enola Gay Controversy: An Introduction', *The Journal of American History*, Vol. 82, No. 3 (Dec., 1995), pp. 1029-1035.
- Vergo, Peter, *The New Museology*, London: Reaktion, 1989, pp. 230.
- Wallace, Mike, *Mickey Mouse History and Other Essays on American Memory*, University Press, 1996, pp.336.
- Wallach, Alan, *Exhibiting Contradiction: Essays on the Art Museum in the United States*, Amherst: University of Massachusetts Press 1998, pp. 152.
- Winget, M, 'On Collecting New and Variable Media Artifacts': *22nd ASIS SIG/CR Classification Research Workshop*, 2011, pp. 31-41.
- Zengotita, Thomas de, *Mediated: How the Media Shapes Your World and the Way You Live in It*, 2008, pp. 304.
- Zulaika, Joseba, *Guggenheim Bilbao Museoa: Museums, Architecture, and City Renewal*, University of Nevada Press, 2003, pp. 235.

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. The ceaClassroom website is located here: <https://www.ceaClassroom.com/>

During the first week of class, CEA academic staff and/or faculty will provide you with your Moodle credentials. They will also help you navigate through the many functions and resources Moodle provides. While you may print a hard copy version of the syllabus, 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.

- **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.
 - Nina Simon blog: <http://museumtwo.blogspot.com.es/>
 - The Learning Museum Network Project: <http://www.lemproject.eu/>
 - The Pitt Rivers Museum, Oxford, England: <http://www.prm.ox.ac.uk/>
 - Museu d'Història di Catalunya, Barcelona, Spain: <http://www.mhcat.net/>
 - Smithsonian Institution, Washington, D.C., USA: www.si.edu

COURSE CALENDAR
Cultural Resource Management: Museums, Heritage & Galleries

Session	Topic	Activity	Student Assignments
1	Introduction to Course: Museums, Galleries & Cultural Heritage	Introductions Syllabus Key concepts	Reading: <ul style="list-style-type: none"> Vergo, pp. 1-5 Stam <i>in</i> Corsane, pp. 54-70
2	Types of Museums	Lecture & group work Constructing museum typologies	Reading: <ul style="list-style-type: none"> Pearce, pp. 89-117 Hudson, pp. 20-32
3	Origin & History of the Museum	Lecture & group work Case study assignments Quiz 1	Reading: <ul style="list-style-type: none"> Heumann, <i>in</i> Karp and Levine, pp. 176-189 Merriman, <i>in</i> Vergo, pp. 149-171
4	Field Study 1: Collecting & Collections	Onsite Study Visit: El Born Centre Cultural	Reading: <ul style="list-style-type: none"> Winget, pp.31-41 Pomian, <i>in</i> Pearce, pp. 160-174 Assignment: Complete Field Visit Report
5	Collecting & Collections	Lecture & group work Reflections on visit	Reading: <ul style="list-style-type: none"> Smith, pp. 6-18
6	How the Meanings of Objects Change	Lecture & group work A history of the world in 100 objects	Reading: <ul style="list-style-type: none"> Mason, pp. 1-14 Baxandall, <i>in</i> Karp and Levine, pp. 33-41
7	Mediation & Interpretation	Making histories in museums Techniques and approaches	Reading: <ul style="list-style-type: none"> Black, pp. 100-135
8	Field Study 2: Mediation & Interpretation	Field Study Visit: Museu d'Historia de Catalunya	Reading: <ul style="list-style-type: none"> Braden, pp. 489-498 Assignment: Complete Field Visit Report

9	Constructing Exhibitions	Lecture & group work Clockwork: exhibition planning at the Henry Ford Museum Quiz 2	Reading: <ul style="list-style-type: none"> Vergo, pp. 41-59 Alexander, pp. 175-189
10	Exhibition Planning & Production CCCB	On-site guest presentation: Maria Ribas, CCCB Tour of temporary exhibition	Reading: <ul style="list-style-type: none"> Roland, pp. 483-488 Walker, pp. 474-482 Thelen, pp. 1029-1035
11	History in Museums	Reflections on visit Lecture & group work Documentary: <i>The Battle for the Enola Gay</i>	Reading: <ul style="list-style-type: none"> Woods, pp. 77-90 Carson, pp. 9-27
12	Open Air & 'Living History' Museums	Lecture & group work	Reading: <ul style="list-style-type: none"> Grunenberg, <i>in</i> Barker, pp. 26 - 49 Alexander, pp. 17-38
13	Art Museums & Galleries	Lecture & discussion	Reading: <ul style="list-style-type: none"> Wright, <i>in</i> Vergo, pp. 119-148
14	Field Study 3: Art Museum	Field study visit: Museu Nacional d'Art de Catalunya	Reading: <ul style="list-style-type: none"> Barker, pp. 50-70 Assignment: Complete Field Visit Report
15	Contemporary Art Museums	Reflections on visit Lecture & group work Midterm Exam Review	Reading: <ul style="list-style-type: none"> Johnson and Thomas, pp.75-85 Review all class notes and readings
16	MIDTERM EXAM		
17	The Economics of Museums & Heritage	Feedback from midterm exam Lecture & group work	Reading: <ul style="list-style-type: none"> Friedman, pp. 51-56 Zulaika, pp. 148-162

18	Museums & Urban Renewal	Reflections on site visit Lecture & group work Quiz 3	Reading: <ul style="list-style-type: none"> • Heathcote, pp 1-5 • Kavanagh, pp. 1-14
19	Design Museums	Lecture & discussion	Reading: <ul style="list-style-type: none"> • Fitzgerald <i>in</i> Kavanagh, pp.116-130
20	Field Study 4: DHub - Museu del Disseny de Barcelona	Field Study Visit: Contemporary cultures & display	Reading: <ul style="list-style-type: none"> • Redondo, pp 1-5 • Michalski, <i>in</i> Boylan, pp. 51-90 Site assignment: Complete Field Visit Report
21	Collection Care & Conservation	Lecture & discussion	Reading: <ul style="list-style-type: none"> • Gough, pp. 36-49
22	Conservation of Street Art Guest Presentation: Will Shank	Lecture & discussion	Reading: <ul style="list-style-type: none"> • Merryman, pp. 339-364 • Brodie <i>in</i> Corsane, pp. 121-140
23	Restitution of Cultural Property	Lecture & Discussion	Reading: <ul style="list-style-type: none"> • Negri, pp. 12-19 • McDonald, pp 1-53
24	Virtual & Participatory Museums	Lecture & Discussion Review 'living history' museums	Reading: <ul style="list-style-type: none"> • Graham <i>et al. in</i> Corsane, pp. 26-37
25	Cultural Heritage: Outside the Museum	Lecture & Discussion Quiz 4	Reading: <ul style="list-style-type: none"> • Richter <i>in</i> Corsane, pp. 257-271

26	Field Study 5: Cultural Heritage	Field Study Visit: Gothic Quarter & El Call Interpreting the city	Reading: <ul style="list-style-type: none"> • McLean, pp. 36-60 • Mork <i>in</i> Boylan, pp. 161-176 Assignment: Complete Field Visit Report
27	Marketing for Museums Guest Presentation: Jorge Bernandez	Reflections on site visit Lecture & Discussion	Reading: <ul style="list-style-type: none"> • Research on guest speaker and session topic • Prepare questions for the guest speaker
28	Exhibition Projects	Student Presentations	Reading: <ul style="list-style-type: none"> • Review all class notes and readings
29	Exhibition Projects	Student Presentations Final Exam Review	Reading: <ul style="list-style-type: none"> • Review all class notes and readings
30	FINAL EXAMINATION		

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 one month prior to the start of classes. Students requesting academic and/or special needs accommodation(s) must submit CEA’s Academic & Special Needs Accommodation(s) form. CEA will review requests to determine 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 or 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 or 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, f(or, for academic year students, the end of the semester in which the course was taken). Upon receiving course grades through the MyCEA Account, you may initiate the appeal process by filling out and submitting to Academics@ceastudyabroad.com and your onsite academic staff the CEA Grade Appeal Application Form.

The grade appeal must concern an end-of-semester form of assessment calculated after 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.