



University of
New Haven

Food and Culture in Spain

SECTION I: Course Overview

Course Code: CUL340MAD

Subject Areas: Cultural Studies, Sociology

Prerequisites: None required

Language of Instruction: English

Contact Hours: 45

Credits: 3

COURSE DESCRIPTION

This course introduces Spanish gastronomy while focusing on the complex value codes and beliefs related to Spanish local products and their consumption. The course is divided into four parts. In the first part, students will be encouraged to define the concepts of food and culture, explore the role of cuisine in collective and individual identities, and examine how cultural food habits are created and change. This part covers the broader context that includes and sustains the way food is produced, prepared and consumed in Spain: the Mediterranean diet. The second part of the course explains the theoretical and ideological aspects of cuisine in Spain and identifies the particular characteristics of traditional Spanish cuisine. The third part of the course presents historical events that have shaped the cultural food model in Spain by exploring the influences of the Romans and the Arabs and the Columbian Exchange as the initial basis of the modern Spanish diet. The final part focuses on some of the foods that comprise the core of the Spanish diet. The course includes a number of experiential learning activities that may vary from term to term. These range from visits to local markets and wineries to a variety of workshops, including olive oil tasting, a bread workshop, and a tapas cooking workshop.

LEARNING OBJECTIVES

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

- Describe the main characteristics of Spanish gastronomy and the origins of the main ingredients of the Spanish cuisine.
- Reflect on the concept of culture and the importance of cuisine in the shaping of cultures and identities.

- Describe culinary traditions in different civilizations and their influence in Spanish gastronomy.
- Discover the local gastronomy by visiting local places such as markets, wineries, restaurants, etc., and engaging in tasting and/or cooking activities

SECTION II: Instructor & Course Details

INSTRUCTOR DETAILS

Name:	TBA
Contact Information:	TBA
Term:	SEMESTER

ATTENDANCE POLICY

This class will meet once weekly for 150 minutes each session. All students are expected to arrive on time and be 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 1 day(s) per week	1 Absences	4 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
Penalty	No Penalty	0.5 Grade Docked	1 Grade Docked	Automatic Failure
HIGHEST POSSIBLE GRADE AFTER ATTENDANCE PENALTIES				
Grade	A+	A	A-	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%
Group Project (Spanish Cuisines)	10%
Research Project	10%
Field Studies	15%
Food Diary	15%
Tapas potluck	10%
Midterm exam	15%
Final exam	15%

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

CEA GRADING SCALE			
Letter Grade	Numerical Grade	Percentage Range	Quality Points
A+	9.70 – 10.0	97.0 – 100%	4.00
A	9.40 – 9.69	94.0 – 96.9%	4.00
A-	9.00 – 9.39	90.0 – 93.9%	3.70
B+	8.70 – 8.99	87.0 – 89.9%	3.30
B	8.40 – 8.69	84.0 – 86.9%	3.00
B-	8.00 – 8.39	80.0 – 83.9%	2.70
C+	7.70 – 7.99	77.0 – 79.9%	2.30
C	7.40 – 7.69	74.0 – 76.9%	2.00
C-	7.00 – 7.39	70.0 – 73.9%	1.70
D	6.00 – 6.99	60.0 – 69.9%	1.00

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

ASSESSMENT OVERVIEW

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

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

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

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Group Project (Spanish Cuisines) (10%): The instructor will provide advice and guidance regarding the contents and structure for the research project. Progress updates must be submitted periodically to the instructor and will count towards the overall assessment of the project. On the course Moodle website, students will find materials to successfully complete this assignment such as: A rubric, a PPT template for the presentation, links to relevant content, and documents with relevant information about the topic. If classes are held virtually, presentations will be done via Zoom.

For this exercise, your work will be evaluated according to the tenets and principles of scholarly academic research and Standard English usage and expository writing. Therefore, students should use a recognized style guide, a good dictionary, and adhere to the highest principles of academic integrity.

1. Link your subject to the learning objectives listed above.
2. Search out a wide variety of scholarly, peer-reviewed bibliographical sources.
3. Show personal involvement in your subject in a demonstrable way.
4. Use local resources and make your finished project one that could only be done in your host city.

Research Project (10%): It is a follow up on the field study “The market is a Lab”. This will consist in doing research about a product relevant to Spanish traditional food culture to be assigned by the professor. On the course Moodle students will find guidelines and support information to complete this assignment. Students will have to present the way this foodstuff is being produced and why geography, climate, and history play a role in the whole process.

Field Studies (15%): During the course the students will complete three field studies. They can be part of a larger project, or just the trigger of a new topic. The overall grade will be the average of the grades for each one of these activities:

1. *One world, a thousand cuisines*. This field study focuses on the implications of culture and identity as to what, how, and why we eat. You will lead a research about the topic (chosen by you) about Spanish food system, and you will present your results in class. Your grade will be based in your presentation. On Moodle you will find precise guidelines, a presentation rubric, and examples from other semesters.
2. *Madrid is market land!* Markets tell us a lot about the culture they belong to. If it is true, we should learn a great deal by visiting some of the Madrid’s markets. Students will visit one market and analyze it on site (they will hand in their research results the following session). This will prove how different markets are depending on the people living around them.
3. *The Market Is a Lab*. This field study will focus on different methods used in Spain to preserve food and how these products became totemic representations of Spanish gastronomy. Students will visit a market/supermarket and will research the most common (traditional) preserving method. They will present the results of their visit, and their assumption in the following session.

Food Diary (15%): students will have to regularly post their thoughts, opinions and ideas about Spanish customs, products and beliefs related to food. Each student will submit, at least, three short texts during the semester. Students could use their experiences at the recommended AICAP activities in order to complete part

of this form of assessment. On the course Moodle website students will find: a rubric and examples from other semesters which set a benchmark of excellence.

Tapas potluck (10%): all the students will design and prepare a tapa. They will name it, and they will have to justify the ingredients they chose and all the hidden concepts lying in the final result in a short presentation in class. After all we will enjoy all the tapas and we will choose the class' favorite. This activity is a great way to summarize the semester, and to prepare for the final exam.

Midterm & Final Examinations (15% 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

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).

REQUIRED READINGS

Reading assignments for this course will come from the required textbook, the selected readings 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.

All required readings will be available to students on the Moodle Platform or online.

- I. REQUIRED TEXT(S):** All required readings will be available to students on the Moodle Platform or online. The required text(s) are listed below:

Montanari, M. (2013) *Food Is Culture*, (English edition by Albert Sonnenfeld) New York: Columbia University Press.

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

- Andrés, J. (2008) *Made in Spain*. New York: Clarkson Potter. 254 pp
- Colman, A. (2014). *The Man Who Changed the Way We Eat*. London: Phaidon.
- DeWitt, D., (2014) *Precious Cargo: How Food from the Americas Changed the World*. Berkeley: Counterpoint.
- Flandrin, J., & Montanari, M. (1999) *Food: A Culinary History from Antiquity to the Present*. Columbia University Press. Selected Chapters Roman Cuisine, Moodle. 11 pp Arabic Cuisine, Moodle. 17 pp
- Gamella, J. (1995) "Spain" in *International Handbook on Alcohol and Culture*, Greenwood Press, pp. 254-269.

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- Goody, J. (1999) “Why no wine on the table?” In *Food and Love: A Cultural History of East and West*, London: Verso.
- Guàrdia, M., Oyón, J., & Fava, N. (2015) The Barcelona Market System. In Guàrdia, M., Oyón, J., *Making Cities through Market Halls*. Europe, 19th, and 20th Centuries. Barcelona: Ajuntament de Barcelona.
- Harris, M. (1987) *The Abominable Pig in Goo*, New York: Routledge.
- Helstosky, C. (2009) *Food Culture in the Mediterranean*. London: Greenwood Press.
- Kittler, Sucher, & Nelms (2008). *Food and Culture*, Food and Religion. Wadsworth Cengage.
- Matvejevic, P., (2020) *Our Daily Bread*, Excerpt, Istros Books.
- Medina, F. (2005) *Food Culture in Spain*. London: Greenwood Press.
- Peacock, P. (2009) *The Smoking and Curing Book*. Preston: The Good Life Press.
- Quest-Ritson, Ch. (2006) *Olive Oil*, London: Dorling Kindersley Publishers Ltd.
- Robinson, J. (2000) *Wine Tasting Workbook*. London: Octopus Publishing Group.
- Trutter, M. (2010) *Spain Culinaria*. Postdam: Ullmann.
- UNESCO Report, *The Mediterranean Diet*, Nomination File no. 00394, 34 pp.
- Walker, L. & Walker, A. (1997) *To the Heart of Spain*. Berkeley: Berkeley Hills Books.

RECOMMENDED READINGS

The recommended reading(s) and/or text(s) for this course are listed below. These recommended readings are not mandatory, but they will assist you with research and understanding course content. Most are available at the CEA Resource Center for short-term loans.

- Barthes, R. (2008) *Towards a Psychosociology of Contemporary Food Consumption*. New York: Routledge.
- Douglas, M. (1971) *Deciphering a Meal*. New York: Routledge.
- Harris, M. (1991). *Cannibals and Kings*. New York: Random House.
- Johnson, H. And Robinson, J. (2013) *The World Atlas of Wine*. Octopus Publishing Group.
- Kittler, Sucher, & Nelms (2008) *Food and Culture*. Wadsworth Cengage.
- Lévi-Strauss, C. (1966) *The Culinary Triangle*. New York: Routledge.
- Strawbridge, D. & J (2012) *Made at Home. Curing and Smoking*. London: Octopus Publishing. Selected Chapters.
- Todd, C. (2011) *The Philosophy of Wine*. London: Acumen.
- Varriano, J. (2010) *Wine: A Cultural History*. Reaktion Books. pp 189-220
- Wrangham W., Holland Jones, J., Laden, G., Pilbeam, D., and Conklin-Brittain, N. (1999) *The Ram and the Stolen: Cooking and the Ecology of Human Origins*. *Curr Anthropol*. 1999 Dec;40(5):567-594

REQUIRED / RECOMMENDED FILMS

“SNACKS: Bocados de una revolución” (*Snacks: Bites of Revolution*), 2015, Dir. Verónica Escuer, Cristina Jolonch.

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

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work. The Academic Affairs Office at each CEA Study Center also compiles a bank of detailed information regarding libraries, documentation centers, research institutes, and archival materials located in the host city.

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

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

SESSION	TOPICS	ACTIVITY	READINGS & ASSIGNMENTS
1	Course Introduction Is Food Culture?	Lecture & Discussion What's food? Is food culture? If food is culture... What's culture? What's identity? Cultural Food Habits, Acculturation Process	<p>Readings:</p> <ul style="list-style-type: none"> • Montanari, M., Introduction, pp 11-12 • Montanari, M., Nature and Culture, pp 3-7 • Montanari, M., Even Nature Is Culture, pp 9-12. • Montanari, M., The Grammar of Food, pp 99-104. <p>Recommended readings:</p> <ul style="list-style-type: none"> • Harris: <i>Cannibals and Kings</i>. (pp 29-43) • Kittler, Sucher, & Nelms: <i>Food and Culture</i>, Wadsworth Cengage. (pp 1-18). • Douglas: <i>Deciphering a Meal</i>. New York: Routledge. (9 pp)
2	Culture & Food	Lecture & Discussion How much tells what we eat about us? What we know about our personal choices?	<p>Readings:</p> <ul style="list-style-type: none"> • Montanari, M., Fire>Cooking>Kitchen> Cuisine>Civilization, pp 29-33. • Montanari, M., Eating together, pp 93-98. <p>Recommended readings:</p> <ul style="list-style-type: none"> • Wrangham, Holland Jones, Laden, Pilbeam, and Conklin-Brittain.: <i>The Raw and the Stolen: Cooking and the Ecology of Human Origins</i>, pp. 567-594. • Barthes: <i>Towards a Psychosociology of Contemporary Food Consumption</i>. New York: Routledge. (7 pp)

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3	<p align="center">Food and Cultural Identity</p> <p align="center">Foodways</p>	<p align="center">Lecture & Discussion</p> <p align="center">Decoding Spanish Food Customs: Ingredients, Flavour Principles, Meal Patterns.</p> <p align="center">Field Study #1: <i>One world, a thousand cuisines</i> Presentation and Pre-Activity</p>	<p>Readings:</p> <ul style="list-style-type: none"> • Montanari, M., Taste Is a Cultural Product, pp 61-66. • Montanari, M., Identity, Exchange, Traditions & Origins, pp 133-138. <p>Recommended readings:</p> <ul style="list-style-type: none"> • Lévi-Strauss, C. <i>The Culinary Triangle</i>. New York: Routledge. (7 pp)
4	<p align="center">Food Culture in Spain</p> <p align="center">Understanding Local Foodways</p>	<p align="center">Lecture & Discussion</p> <p align="center">Field Study #1: <i>One world, a thousand cuisines</i> Group Work and data edition Presentations & Conclusions</p>	<p>Readings:</p> <ul style="list-style-type: none"> • Montanari, M., The How, the Why, and the Wherewithal, pp 123-128 • Montanari, M., Written Cuisine and Oral Cooking, pp 35-42 • Montanari, M., Playing with Time (and Climate), pp 13-17 • <i>The Mediterranean Diet</i>, UNESCO Report, 34 pages.
5	<p align="center">The Mediterranean Diet</p> <p align="center">Mediterranean Diet in Crisis?</p> <p align="center">You are not just what you eat...</p>	<p align="center">Lecture & Discussion</p> <p align="center">What's the Mediterranean Diet? A System in Danger? Structural Changes in Culture: Consequences and Solutions.</p>	<p>Readings:</p> <ul style="list-style-type: none"> • Montanari, M., Playing with Space, pp 19-21. • Helstosky: Food Culture in the Mediterranean, pp 159-178. • Guàrdia, Oyón & Fava. <i>The Barcelona Market System</i>, pp 261-296.
6	<p align="center">The importance of Markets</p>	<p align="center">Lecture & Discussion</p> <p align="center">Field Study #2</p>	<p>Readings</p> <ul style="list-style-type: none"> • Walker, L. & Walker, A. (1997) <i>To the Heart of Spain</i>, Chapters 1 & 2, pp 12-30.

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		<p><i>Barcelona is market land!</i></p> <p>The Barcelona Market System.</p> <p>Market's impact on diet and society.</p>	<ul style="list-style-type: none"> • Medina, F. (2005) <i>Food Culture in Spain</i>. Chapter 4, pp 89-114.
7	<p>Does a Spanish Cuisine exist? Spain: National vs Regional Cuisines</p>	<p>Lecture & Discussion</p> <p>National Cuisine vs Regional Cuisine</p> <p>Research Project Introduction</p> <p>Midterm Exam Review</p>	<p>Readings</p> <ul style="list-style-type: none"> • Medina. <i>Food Culture in Spain</i>. Chapter 2. pp 31-70. • Medina. <i>Food Culture in Spain</i>. Chapter 3, pp 71-87. <p>Prepare midterm exam</p>
8	<p>MIDTERM EXAM</p> <p>Culinary Diversity in Spain</p>	<p>MIDTERM EXAM</p> <p>Lecture & Discussion</p> <p>Group Project – Preparation</p>	<p>Readings</p> <ul style="list-style-type: none"> • Trutter. <i>Spain Culnaria</i>. Postdam: Ullmann. 451pp (Assigned Chapter). • Andrés. <i>Made in Spain</i>. <p>Group Project research (assigned materials).</p>
9	<p>Culinary Diversity in Spain. Food, Culture, and History.</p>	<p>Lecture & Discussion</p> <p>Group Project –Presentations & Conclusions</p> <p>History and Food. Food Has a Story.</p> <p>Turning Points of Spanish Cuisine.</p> <p>Bread Workshop</p>	<p>Readings</p> <ul style="list-style-type: none"> • Medina. <i>Food Culture in Spain</i> Timeline of Spanish Cuisine, 4 pp. • DeWitt: <i>Precious Cargo: How Food from the Americas Changed the World.</i>, pp 51-94. • Flandrin & Montanari: <i>Food: A Culinary History from Antiquity to the Present</i>. Selected Chapters: bRoman Cuisine, 11 pp, Arabic Cuisine, 17 pp. • Matvejevic: <i>Our Daily Bread</i>

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10	<p>The Columbian Exchange The Spanish Revolution Food and Religion</p>	<p>Lecture & Discussion</p> <p>From Europe to America and all the way round.</p> <p>How American Products Changed the World. How Spanish Chefs Changed Cuisine.</p> <p>Major Religions and its Approach to Food.</p> <p>Food Taboos and Regulations.</p> <p>The Spanish Case.</p> <p>Film viewing: <i>Snacks, Bites of a Revolution</i></p>	<p>Readings</p> <ul style="list-style-type: none"> • Colman: “The Man Who Changed the Way We Eat.” • Kittler, Sucher, & Nelms: <i>Food and Culture, Food and Religion</i>, pp. 79-100. • Peacock: <i>The Smoking and Curing Book</i>, pp 11-28. <p>Recommended readings:</p> <ul style="list-style-type: none"> • Strawbridge: <i>Made at Home. Curing and Smoking</i>. Selected Chapters. 20 pp approx.
11	<p>Seasonality: A Changing Perspective. The Importance of Preserved Foodstuffs in Cuisine. Olive Oil Culture in Spain.</p>	<p>Field Study #3: <i>The market Is a Lab.</i></p> <p>Investigating the Traditional Preserving Methods in Spain.</p> <p>Iconic Preserved Foodstuffs in Spain Reading Discussion.</p> <p>Lecture & Discussion</p> <p>Workshop - Olive Oil Tasting</p>	<p>Readings</p> <ul style="list-style-type: none"> • Montanari, M., <i>Food and the Calendar: A Lost Dimension?</i> pp 129-132. • Quest-Ritson: <i>Olive Oil</i>, 11 pp. • Montanari, M., <i>Anticuisine</i>, pp. 43-46. • Harris, <i>The Abominable Pig</i>, 12 pp.
12	<p>Taste Is a Product of Society. The culture of pork curing</p>	<p>Lecture & Discussion</p> <p>Religion, Climate, Economy, and Resources.</p>	<p>Readings</p> <ul style="list-style-type: none"> • Montanari, M., <i>Taste Is a Product of Society</i>, pp. 70-74.

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		<p>Salting and Curing.</p> <p>Seasonal Practices: la <i>Matanza</i>.</p> <p>Field Study #3:</p> <p>Research Project & Conclusions</p>	<ul style="list-style-type: none"> • Gamella: <i>International Handbook on Alcohol and Culture. Spain</i>. pp. 254-268. • Goody: “Why no wine on the table?” • Varriano, J. (2010) <i>Wine: A Cultural History</i>. Reaktion Books. pp 189-220 <p>**Submit Research Project</p>
13	<p>Wine on the table?</p> <p>Wine Culture in Spain</p>	<p>Lecture & Discussion</p> <p>Alcohol in Spanish Culture</p> <p>Wine and its social role.</p> <p>Wine Regions in Spain</p> <p>Wine Tasting</p> <p>Typical grape varieties and wine styles.</p>	<p>Readings</p> <ul style="list-style-type: none"> • Robinson: <i>Wine Tasting Workbook</i>, pp 10-54 • Montanari, M., <i>Roots: A Metaphor to Use All the Way</i>. <p>Recommended readings:</p> <ul style="list-style-type: none"> • Todd: <i>The Philosophy of Wine</i>, pp 11-44.
14	<p>Tapas Potluck.</p>	<p>Tapas contest</p> <p>Summarizing the semester.</p> <p>Review and questions before the final.</p>	<ul style="list-style-type: none"> • Study Guide • Review Food Diary submissions.
15	<p>Review for the Final Exam</p>	<p>Bring questions for our in-class review</p>	<p>Reading:</p> <p>Review all readings</p> <p>Assignments:</p> <p>Review all notes and assignments</p>
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](#)