



COURSE CODE:
Analyzing and Exploring the Global City
Barcelona

BARCELONA PROGRAM



Course Description

Cities around the world are striving to be 'global': Barcelona, the capital of Catalunya, is one of the largest and most cosmopolitan cities in Spain. It is globally-renowned for its art and architecture, possessing no fewer than nine UNESCO-designated 'world heritage' sites, and has become a major destination for global tourism. This interdisciplinary course examines the emergence of this elegant, creative city as Spain's gateway to the Mediterranean, and analyzes its history and evolution since its foundation by the Romans. Students will explore the role of population dynamics, industrial change and globalization in shaping the city and the lives of its inhabitants, examining the ways in which the interplay of urbanism, politics and society has addressed challenges of social, political, and technological change in the past and today. The course also traces the changing nature of Barcelona's relationship with the rest of Spain, Europe, and the wider world. Topics will include ancient and Medieval Barcelona; nationalism and innovations in art and architecture; the role of the 1992 Olympics as a catalyst for urban regeneration; the impacts of gentrification, tourism, and the recent economic crisis on the city and its inhabitants; and future scenarios of urban change.

Course Aims

The course will mix classroom work with experiential learning and will be centered on field studies to sites such as Park Güell, Plaça d'Espanya, Avinguda Maria Cristina and the Raval to give students the opportunity to experience the city's varied urban geographies first hand and interact with these sites in an informed and analytical way. We will consider what these sites reveal about the city's complex histories, but also how they are used today to represent the city's past, present and future to contemporary Barcelonians and tourists. Architecture will be treated when necessary, for example, when studying Modernisme or Noucentisme as two fundamental Catalan architectural and urban styles. In addition to studying the evolution of the city of Barcelona, where appropriate, students will compare and contrast it with other cities, such as Madrid, Paris, London, Moscow, New York and Washington DC. Although the course is chronological in its approach, this class is not an art or history class: the goal of this class is to understand how the city of Barcelona was built urbanistically and politically. The course also

aims to help students contextualize their travels and encounters in Barcelona, and to develop informed interpretations of their experiences, as well as enhance their understanding of recent Spanish and Catalan history, politics and society.

Requirements and Prerequisites

There are no specific prerequisites for this course. It assumes no previous knowledge of the city; relevant concepts and ideas will be introduced and explained. It is vital that students come to class having read the set texts carefully and with ideas to contribute to the discussion.

Learning Outcomes

At the end of this course, students will have the skills and knowledge to:

- a. Understand the ways in which Barcelona's identity and function as a global city have evolved through history to the present day
- b. Contextualise the social dynamics of Barcelona in relation to the changing contexts of nationalism, industrialisation, immigration, and globalisation
- c. Appreciate the ways in which art, architecture and culture are showcased throughout the city and contribute to Barcelona's global impact and significance
- d. Critically deconstruct the built environment and interpret its iconography and symbolism in appropriate ways
- e. Engage critically with debates surrounding Barcelona's urban regeneration and governance, and recognize the relationship among socio-economic inequalities at global, national, regional, and urban scales

Developmental Outcomes

Students should demonstrate: responsibility & accountability, independence & interdependence, goal orientation, self-confidence, resilience, appreciation of differences. They will be able to communicate their ideas and research findings in both oral and written forms.

Class Methodology

Field studies form an important component of this course; attendance at these classes, which take place during our class time during selected weeks, is mandatory. Field classes present a valuable opportunity to learn about the forces which have shaped, and continue to shape, global Barcelona by focusing on specific case studies in different neighbourhoods of the city. We will interpret the sites we visit through class discussion as well as in written work and the final examination.

Students will engage with a wide variety of literature – including primary documents, literary accounts, historical interpretations and contemporary social analyses - which trace Barcelona's physical and social transformations over time and allow students to consider the diverse ways in which the city has been represented. Written work will allow students to interpret evidence from fieldwork and secondary research to develop their own arguments about the nature and significance of the forces shaping the city and engage with a variety of critical perspectives on its current transformation.

Background information will be provided to prepare students for the fieldwork, which is treated as classroom time: attendance is a course requirement. The attached syllabus should be understood as a provisional plan for what we will do in class. Although changes will be kept to a minimum, we may make substitutions or additions as necessary.

Readings

Weekly required readings will be made available in electronic or Xerox format. It is imperative that students do the assigned readings before the class for which they are assigned, as they will be required to discuss and evaluate these ideas in the sessions. Readings will be supplemented with video footage to foster comparative analysis, introduce representations of historic and contemporary Barcelona in a variety of media, and illuminate issues of topical concern.

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 papers and projects assigned in this course.

The assigned field components are listed in the weekly schedule below

Students are responsible for ensuring that they arrive at field study classes on time. The instructor will send electronic directions to field study sites in advance of the relevant class. It is important to be punctual and be at the right meeting point for field studies. Expectations are the same as for classroom sessions: active participation, take notes, ask questions.

Students are also strongly encouraged to participate in co-curricular program activities, among which the following are suggested:

- La Diada
- La Fiesta Nacional
- La Mercè
- Tots Sants
- Nadal

We will make use of other relevant *My Global City* events and activities in class discussion where appropriate, as well as draw on students' own individual travel experiences in Spain and Europe as appropriate, to draw comparative conclusions.

Assessment/Grading Policy

Descriptor	Alpha	US	GPA	SPAIN	
Excellent	A	93+	4.0	9-10	
	A-	90-92	3.7		
Good	B+	87-89	3.3	8.4- 8.9	
	B	83-86	3.0		
	B-	80-82	2.7		
Average	C+	77-79	2.3	7-8.4	
	C	73-76	2.0		
Below Average / Poor	C-	70-72	1.7	5-6.9	
	D+	67-69	1.3		
	D	60-66	0.7		1.0
			1.0		
Fail	F	<60	0	0-4.9	

Grade Breakdown and Assessment of Learning Outcomes

Assessment and Final Grade

Final grade will be the result of an average of the following components:

- Midterm Exam: 25%
- Paper and Presentation: 25%
- Logbook (3 days) 15%
- Documentary (2 days): 15%
- Research and Presentation: 15%
- Participation 05%

Course Requirements

Handout

Students will have a handout for the exams since the first or second week, but this does not mean that they are not supposed to attend class. In fact, only some 60-70% of the questions in the exams will be found in the handout. The other 30-40% will be given in class. With this information given, it is very interesting for students to attend class and take notes all days to combine the handout with class notes for the exams.

Exams and tests

Tests will be graded and given back to students for correction two sessions after taking the exam, that means that an exam taken on Monday will be checked in class the following Monday. If the student cannot be in class that day the professor will give him/her the grade but not necessarily the exam itself.

Mid Term Exam (25%)

This exam evaluates the first half of the semester in which students were exposed to the basic elements of the semester as well as they will be instructed in some of the major topics of the subject. Hence, this exam will be based on both, class notes and the handout provided by the professor during the first weeks of the semester (available in digital format). Forty multiple-choice questions will be provided with five optional answers each (a, b, c, d, e), being only one of them the right answer.

Besides, there will be two questions to be answered in a limited space (5-7 lines) by the student. The two questions will be based on the readings (used as manual) assigned and provided by the professor.

Rules for the Exams

- No class notes allowed during exams.
- If students are caught cheating, the grade given for the semester will be 0.
- Answer the exams using pens, not pencils.
- Students will have 50 minutes per exam.
- The group will be divided into two groups to take exams.

FIELD STUDY ANALYSIS: 2000 words (25%)

This assignment is based on an analysis of the field studies for this course. The aim of the field study assignment is to 'read' the sites you encounter in order to assess their significance for understanding Barcelona's development and character as a global city, and to write analytically about them. Your paper should be based on a specific theme linked to the field studies you have selected which relates to the nature of the global city and its development. Possible themes may include, but are not limited to: the impact of migration and multiculturalism; urban change and regeneration; arts and culture; globalisation and the city's changing global connections; architecture and the built environment; heritage, tourism and the role of the past in shaping the present; economic change; and social dynamics. Your paper should address the ways in which your chosen field studies enhance your understanding of global Barcelona in relation to these specific themes. Each paper should relate to the specific topics covered in class and demonstrate a firm understanding of the concepts and ideas discussed.

Papers should be analytical rather than descriptive and based on a clearly-stated thesis and supported by specific details from the field studies, class handouts and readings. Whilst the primary source will be students' own observations at the sites themselves, written analysis must be supported by a

minimum of eight secondary sources, which should be cited in the text and in a final bibliography.

You will write on three of the following field studies:

- 1. Plaça d'Espanya and Avinguda Maria Cristina**
- 2. The Medieval and Gothic City**
- 3. Visit to the MUHBA (Barcelona City History Museum)**
- 4. The Roman Barcelona**
- 5. Eixample**
- 6. The Raval**

Students should also read further around the topics in preparation for their papers. Students can also include an analysis of photographs, charts and any other relevant material from the visit in their papers. Please feel free to contact me for topic advice and suggestions.

Concept Research (20%)

Most of the semester is divided into topic-oriented modules. All these modules will consist of three parts and the students will work on the modules in groups of three. The first day of the module the students must come to class fully prepared to discuss a reading they did at home. The professor will ask the different groups to answer specific questions on the text that the group members will explain to the rest of the students.

The second day of the module, each group will receive a concept (author, theory, event, idea) that the group will have to research for 90 minutes. The way in which the research is conducted depends on the students, but the group members must give a short (1 or 2 pages long) guideline to the professor at the end of the session with the most relevant findings organized in a way that students can use it as a main source for their presentation.

The third day, the guideline will be the source for a short (5-7 minutes) presentation of the concept to the other groups. The presentation can be individual or collective, but it needs to be clear and structured and under no circumstance can be read.

Two sessions will be spent in each Concept Research since the presentations can be followed by a short debate. The elements evaluated in this activity are the guideline and the presentation.

After the first Concept Research, students can expel one of the members from the group and send him/her to another group and receive another member expelled from another group.

Documentary Reaction (10%)

Two documentaries will be watched in class during the semester. Once the documentaries are watched and discussed, students will be asked to answer two questions to evaluate the attention and interest paid during this activity. Each activity will be worth 5%. The questions asked about the documentaries will also be relevant for the midterm or final exam.

Logbook (15%)

Three sessions of the semester will be spent outside the classroom. The professor will be showing aspects of the planning of the city to the students combining them with the readings and the materials studied in class.

At the end of the week, students will have to turn-in a paper summarizing the buildings, streets or elements observed during the visit.

Basic guidelines:

- Times New Roman, 12.
- 800 words.
- Printed.

Class participation (5%)

In some sessions, attendance and participation is required. For example, the evaluation days with tests or the final exam are mandatory for obvious reasons, but also the sessions based upon readings or documentaries. These sessions will offer the chance to students to participate in debates and discussions, so attendance is basic to get a grade.

In addition to that, it is crucial for students to respect their classmates work, so it'll be of special importance to properly behave during the group sessions and to participate in the debate derived from those presentations.

Then, it is of an utmost importance to participate and cooperate in the development of the "managed sessions". Specially for those students assigned leadership among the audience.

Every time that a student is caught doing one of the following activities this grade will be reduced in 3 points:

- Drinking coffee or tea in class
- Using the phone, tablet or computer
- Falling asleep
- Arriving late or leaving early
- Making the learning process complicated for other students

If a student continues to misbehave in class even after losing the maximum 20 points of the participation grade, the attendance grade will be affected up to 20 points, losing in total 30 points of the final grade (100).

It is totally forbidden to take pictures in class. All the slides will be posted online but also, we must respect the privacy of both, the professor and the students.

Type of Evaluation	Percentage
Mid Term Exam	25%
Observational Paper/Presentation	25%
Logbook	15%
Concept Research	20%
Documentary Reaction	10%
Participation	5%
Total	100%

Assignments Policy

You must complete all required components by the established deadlines. Late submission will incur a 5% per day penalty without the instructor's prior approval of extension and may result in a grade of F for the course. If all work is not submitted by the end of the program, you

will receive an F for the course. **Electronic copies of written work will not be accepted, except where otherwise stated. Please keep a hard copy of all written work.**

Selected Web Resources

In English

Ajuntament Barcelona (City Hall, City Information): <http://www.barcelona.cat/en/>
Barcelona Metropolis: Capital in Transformation:
<http://lameva.barcelona.cat/bcnmetropolis/en>
BBC News: Spain Country Profile: <http://www.bbc.co.uk/news/world-europe-17941641>
BBC News: Catalan Independence Vote 2017:
<http://www.bbc.co.uk/news/topics/c90ymkegxyrt/catalonia-independence-vote-2017>
Metropolitan Barcelona: <http://www.barcelona-metropolitan.com/>
El País (national newspaper): <https://elpais.com/elpais/inenglish.html>
The Local: <https://www.thelocal.es/>
Catalonia Today: <http://www.cataloniatoday.cat/>

In Spanish and Catalan

El Periódico: Barcelona daily paper <https://www.elperiodico.com/es/>
La Vanguardia: online edition of Barcelona-based paper: <http://www.lavanguardia.com/>
El Mundo: <http://www.elmundo.es/>
ABC: <http://www.abc.es/>

MANUAL

Antònia Casellas. Barcelona's Urban Landscape: The Historical Making of a Tourist Project. 23 June 2009 Journal of Urban History.

Martin Wynn. Barcelona: Planning and Change 1854-1977. The Town Planning Review, Vol. 50, No. 2 (Apr., 1979), pp. 185-203. Published by: Liverpool University Press Stable URL: <http://www.jstor.org/stable/40103366>.

READINGS PER SESSIONS

Eduardo Aibar and Wiebe E. Bijker. Constructing a City: The Cerdà Plan for the Extension of Barcelona. Science, Technology, & Human Values, Vol. 22, No. 1. Winter, 1997. [pp. 3-30]. - 1 st session

Brunet, Ferran (2005): The economic impact of the Barcelona Olympic Games, 1986-2004: Barcelona: the legacy of the Games, 1992-2002 [online article]. Barcelona: Centre d'Estudis Olímpics UAB. http://olympicstudies.uab.es/pdf/wp084_eng.pdf - 2nd session

Donald McNeill. Barcelona: Urban Identity 1992-2002. Arizona Journal of Hispanic Cultural Studies, Volume 6, 2002, pp. 245-261. - 3rd session

Charlesworth, Esther. City Edge. Case Studies in Contemporary Urbanism. Burlington: Oxford. 2005. [Chapter 2. Busquets, Joan. Barcelona Revisited: Transforming the City within the City. pp. 34-49]. - 4th session

Further Reading

Richard T. T. Forman. *Urban Regions. Ecology and Planning Beyond the City*. Cambridge University Press. Cambridge. 2008. [Chapter 10. The Barcelona Region's Land Mosaic; pp. 243-281].

- Bou, E. & J. Subirana**, eds. (2017): *The Barcelona Reader: Cultural Readings of a City*, Ajuntament de Barcelona/Liverpool University Press, Liverpool
- Busquets, J.** (2005): "Barcelona Revisited: Transforming the City within the City," Chapter 2 in **E. Charlesworth**, ed., *City Edge: Case Studies in Contemporary Urbanism*, 34-49, Architectural Press / Routledge, Oxford
- Wynn, M.** (1979): "Barcelona: Planning and Change 1854-1977," *The Town Planning Review*, 50 (2): 185-203, online, available at: <http://www.jstor.org/stable/40103366>
- Delbene Guidoni, Giacomo (2007): "*Proyecto BCN. Estrategias Urbanas/Geografias Colectivas*." Ajuntament de Barcelona, Barcelona. [BOOK IN SPANISH]

Recommended Bibliography

THEORY AND CONCEPTS

- Anderson, D.** (2015): *Imaginary Cities*, Influx Press, London
- Bridge, G. & S. Watson**, eds. (2013): *The New Blackwell Companion to the City*, Wiley-Blackwell, Chichester
- Gristwood, A. & M. Woolf**, eds. (2012): *The City as Text: Urban Environments as the Classroom in Education Abroad*, CAPA Occasional Publications 1, CAPA: The Global Education Network, Boston, MA, online, available at: <https://info.capa.org/capas-city-as-text-publication>
- Lees, L., T. Slater & E. Wyly**, eds. (2010): *The Gentrification Reader*, Routledge, London
- Sassen, S.** (2001): *The Global City: New York, London, Tokyo* Princeton University Press, Princeton, NJ

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- Aibar, E. & W. E. Bijker** (1997): "Constructing a City: The Cerda Plan for the Extension of Barcelona," *Science, Technology, & Human Values*, 22 (1) (Winter): 3-30, online, available at: <http://www.jstor.org/stable/689964>
- Brunet, F.** (2005): *The economic impact of the Barcelona Olympic Games, 1986-2004: Barcelona: The Legacy of the Games, 1992-2002*, Centre d'Estudis Olímpics UAB, Barcelona, online, available at: <https://www.yumpu.com/en/document/view/13807160/the-economic-impact-of-the-barcelona-olympic-games-1986-2004>
- Casellas, A.** (2009): Barcelona's Urban Landscape: The Historical Making of a Tourist Project," *Journal of Urban History*, 35 (6): 815-832
- Ealham, C.** (2005): *Class, Culture and Conflict in Barcelona 1898-1937*, Routledge, London
- Epps, B.** (2001): "Modern Spaces: Building Barcelona," in **J. Ramon Resina**, ed., *Iberian Cities*, 148-197, Routledge, New York, NY
- Fernandez-Armesto, F.** (1991): *Barcelona: A Thousand Years of the City's Past*, Sinclair-Stevenson, London
- Graham, H. & J. Labanyi**, eds. (1995): *Spanish Cultural Studies: An Introduction*, especially **E. Dent Coad**, "Catalan Modernista Architecture: Using the Past to Build the Modern," 58-62, Oxford University Press, Oxford
- Hughes, R.** (2001): *Barcelona*, Harvill Press, London
- Hughes, R.** (2004): *Barcelona: The Great Enchantress*, National Geographic, Washington, DC
- Illas, E.** (2012): *Thinking Barcelona: Ideologies of a Global City*, Liverpool University Press, Liverpool
- Julier, G.** (1996): "Barcelona Design, Catalonia's Political Economy, and the New Spain, 1980-1986," *Journal of Design History*, 9 (2): 117-127
- Kaplan, T.** (1992): *Red City, Blue Period. Social Movements in Picasso's Barcelona*, University of California Press, Berkeley, CA
- Kent, C.** (2002): "From Pleasure Gardens to *Places Dures*: Continuity and Change in Barcelona's Public Spaces," *Arizona Journal of Hispanic Cultural Studies*, 6: 221-244
- Mackay, D.** (1985): *Modern Architecture in Barcelona, 1854-1939*, University of Sheffield Printing Unit, Sheffield

- Marshall, T.** (2004): *Transforming Barcelona. The Renewal of a European Metropolis*, Routledge. London [Chapter 2. Oriol Nello, "Urban dynamics, public policies and governance in the metropolitan region of Barcelona"]
- McNeill, D.** (2001): "Barcelona as Imagined Community: Pasqual Maragall's Spaces of Engagement," *Transactions of the Institute of British Geographers*, 26 (3): 340-352
- Resina, J. Ramon** (2008): *Barcelona's Vocation of Modernity: Rise and Decline of an Urban Image*, Stanford University Press
- Seidman, M.** (1990): *Workers against Work. Labor in Paris and Barcelona during the Popular Fronts*, University of California Press, Berkeley, CA

COMPARATIVE PERSPECTIVES

- Clark, G.** (2017): *Global Cities: A Short History*, Brookings Institution, Washington, DC
- Freund, B.** (2007): *The African City: A History*, CUP, Cambridge
- Hirt, S. & K. Stanilov** (2009): *Twenty Years of Transition: The Evolution of Urban Planning in Eastern Europe and the Former Soviet Union, 1989-2009*, UN HABITAT, Nairobi
- Lindfield, M. & F. Steinberg** (2012): *Green Cities*, Asian Development Bank, Mandaluyong City
- Monkkonen, E. H.** (1988): *America Becomes Urban: The Development of U.S. Cities and Towns, 1780/1980*, University of California Press, Berkeley, CA
- Samuel, F.** (2007): *Le Corbusier in Detail*, Architectural Press, Oxford
- Warner, S. B.** (1995): *The Urban Wilderness. A History of the American City*, UCP, Berkeley, CA

Weekly Schedule

1 Introduction and welcome session

2 Physical Geography of Barcelona

3 Human Geography of Barcelona

4 From Barcino to Barcinona, 13 BCE – 1492 CE

Casellas, Antònia. *Barcelona's Urban Landscape: The Historical Making of a Tourist Project*. 23 June 2009, Journal of Urban History.

5 The Modern Times Barcelona, 1492 – 1808 CE

6 Visit + Logbook

7 Liberal Urbanism, 1808-1854 CE

8 L'Eixample d'Ildefons Cerdà, 1850-1888 CE

9 L'Eixample d'Ildefons Cerdà, 1850-1888 CE

10 **Documentary: Bye Bye Barcelona**

11 **Documentary: Bye Bye Barcelona**

12 The GATCPAC, Francisco Franco and the City, 1931-1977CE

Wynn, Martin. *Barcelona: Planning and Change 1854-1977*. The Town Planning Review, Vol. 50, No. 2 (Apr., 1979), pp. 185-203. Published by: Liverpool University Press Stable URL: <http://www.jstor.org/stable/40103366>.

13 Review Session

14 **MID-TERM EXAM (25%)**

15 Visit + Logbook

16 **Concept Research and Presentations**

Charlesworth, Esther. *City Edge. Case Studies in Contemporary Urbanism*. Burlington: Oxford. 2005. [Chapter 2. Busquets, Joan. *Barcelona Revisited: Transforming the City within the City*.pp. 34-49].

17 Concept Research and Presentations

18 Barcelona before the Olympics, 1977 – 1991 CE

McNeill, D. (2001): "Barcelona as Imagined Community: Pasqual Maragall's Spaces of Engagement," *Transactions of the Institute of British Geographers*, 26 (3): 340-352

19 Barcelona before the Olympics, 1977 – 1991 CE

Donald McNeill. Barcelona: Urban Identity 1992-2002. *Arizona Journal of Hispanic Cultural Studies*, Volume 6, 2002, pp. 245-261. - 3rd session

20 Visit + Logbook

21 MOVIE AND DISCUSSION

Urbanized

22 INTRODUCTION AND MOVIE

Urbanized

23 Concept Research and Presentations

24 Concept Research and Presentations

25 Presentations on the Observational Paper

26 Presentations on the Observational Paper

27 Feed-back Session

READING ON THE MOVIE (15%)

Attendance, Participation & Student Responsibilities

Attendance: CAPA has a mandatory attendance policy. Attendance is taken at the beginning of every class. Each unauthorized absence from class will result in a 3 percent reduction of the final grade (for example: an A- [92] will become a B+ [89]). More than two unauthorized absences are considered a pattern of repeated absences and will result in failure of the course and possible dismissal from the program.

Missing classes for medical reasons: Students are granted one sick day per course. If a student needs to miss additional class time for medical reasons, for a family emergency or for a religious holiday, the student must contact the professor and provide evidence of the reason for his/her absence, otherwise the student will receive a grade reduction. In case of serious illness, students should see a doctor on the day of the absence and bring back a medical statement to CAPA staff. It is the responsibility of the student to contact his/her instructor and make up any missed assignments.

Class Participation: Students are expected to participate actively and critically in class discussions, and the participation portion of the class will be graded accordingly. Students must read assignments BEFORE the class, and come in on time. Participation is a vital part of your grade: students are expected to participate orally in seminars 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 in the class will not be tolerated.

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 his

or her scholastic work and class behaviour. 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 (typically anything worth 20% or more of the final course grade) 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.

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 you have express permission from the faculty or you have been instructed to do so. If you require an accommodation to use any type of electronic equipment, 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 final 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 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 full alpha grade penalty. In either case, work cannot be submitted after feedback has been provided to the rest of the class on the relevant assessment or one week after the due date whichever comes first, after which point a grade of F will be given for the assessment.

Behaviour during Examinations: During examinations, you must do your own work. Unless specifically instructed by the lecturer or instructor, talking during an exam is not permitted, nor may you 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.