



FLOR ANTH 3341

Food Systems in a Globalized World: Where does our food come from and how it is produced?

Course Description

Food systems are complex and interconnected webs of activities, resources and people involved in the production, processing, transformation, distribution and consumption of food. The organization of food systems reflects the intersection of historical, political, economic, social, health and environmental factors that made every society's food culture unique and distinctive. This course will explore the various and articulated connections between food systems and globalization. It will analyze the global food scene from an historical, political, economic and cultural perspective with a focus on Mediterranean diet, public health, migration, food production, distribution and sustainability, and Italy's role in the global food economy. Furthermore it will explore the global threats of industrial food production from a public health perspective comparing the major health problems in Italy with global health trends focusing on public health initiatives to tackle obesity, overweight, cardiovascular diseases, diabetes and cancer which became major public health issues in a globalized world, with a special focus on the recent epidemic of Covid-19 and the relationship with industrial food production and its impact on the global food systems.

Course Aims

The course aim is to provide students with a solid conceptual framework in order to analyze the food industry and the food production system from a sustainable perspective. Through the understanding of the broader concept of sustainability, students will be able to explore the social, economic and environmental implications of food production, distribution and consumption and to identify the global threats in terms of public health. Students will develop critical skills by analyzing sustainability as active citizens, consumers, and entrepreneurs. Through the analysis of the historical and political factors that have helped shape the current food system the students will rethink and develop alternative approaches to the current food system.

Requirements and Prerequisites

There are no prerequisites for this course.

Capa Students Learning & Developmental Outcomes (SLDOs)

1. **Globalization.** Students are able to recognize, describe, and interpret examples of the impact of the globalization in the urban environment.
2. **Urban Environment.** Students are able to explore and analyse the spaces they inhabit, and reflect on differences and similarities between their home and host environments.
3. **Social Dynamics.** Students are able to understand concepts of and the implications of the realities of power, privilege, and inequality in urban environments.
4. **Diversity.** Students are able to describe, interpret, and respect the differences and similarities within their student community and between their home country and the host country.
5. **Personal and Professional Development:** CAPA students will gain insight into their personal and professional development that occurred during their CAPA learning abroad experience, with emphasis on the skills they acquired that will be of particular interest to future employers and graduate school admissions officers. The development of skills relative to personal and professional development and career preparedness include for this class the following ones:

- ☞ **Communications:** The ability to receive, interpret, and articulate information and ideas effectively;
- ☞ **Remote Collaboration:** The ability to utilize IT resources to connect virtually with others and achieve collective goals and objectives;
- ☞ **Global Perspective:** The skills required to live and work in an interdependent world through forming an understanding of connections between one's own life and those of people across the globe;
- ☞ **Cultural Awareness:** The understanding of oneself, others and the ability to embrace and appreciate diverse and complex perspectives, values, and beliefs;
- ☞ **Organization, Time Management and Prioritization Skills:** The ability to achieve identified outcomes by using time, energy and resources in an effective and productive manner;
- ☞ **Adaptability:** The ability to adjust oneself readily to different conditions and environments;
- ☞ **Goal Setting:** The ability to identify, form and implement actions that will achieve predetermined aims and objectives;

Learning Outcomes specific for the course:

- a. Understand the concept of globalization and its role in the development of Italian gastronomy within a globalized world.
- b. Develop a solid conceptual framework in order to analyze the food industry and the food production system from a sustainability perspective.
- c. Explore the social, economic and environmental implications of food production and consumption within a global system of food production.
- d. Identify the global threats of industrial food production from a public health perspective.
- e. Develop a critical analysis of the relationship between food and health and how this relationship has developed within different cultural and social systems.
- f. Evaluate the sustainability of food items interpreting and gathering information about the origin, the production method and the labeling of different foods.

Class Methodology

During the course, the professor will use lectures, slides, readings, and articles. short videos and documentaries, class discussions, oral presentations and field studies to local companies, supermarkets, sustainable businesses, and markets in order to better understand the principle of sustainability. The visits will be an opportunity to understand how local and sustainable businesses and markets work in Italy and to introduce students to alternative approaches to the industrial food system, and may also include discussions with owners of the sustainable business in order for the students to ask questions and interact.

This course requires the students to participate in class discussions by relating personal experiences, asking questions, and making comments appropriate to the topics being discussed. Students will be assigned readings in the textbook, watching a documentary or visit a website which will be discussed in class. In order for the discussions to be meaningful, each student must come to class fully prepared to discuss the assigned readings and to make meaningful comments. Since participation plays a significant role in the final grade, it is essential not only to read the assigned readings, but also to draw personal conclusions and to present them during class discussions.

Field Components

This course will provide the unique opportunity to learn about the food system through direct experience and observation. Students will actively explore the food culture of the area in which they are living, through visits and interviews to social actors who are involved in the production, distribution and consumption of food and also who represent an alternative to the current industrial food system. Furthermore, students have the opportunity to collect useful information that will be an invaluable resource for the essays/papers/projects assigned in this course. Participation in field activities for this course is required.

The field studies include:

- Visiting local food producers
- Visiting typical Florentine Street-Markets
- Visiting Italian Supermarkets
- Visiting sustainable wineries
- Visiting school lunch facilities

Mid-Term & Final Exams

The mid-term exam (Week 6) will consist of three parts:

- ✍ Questions with short open answers related to all the content covered in class, including the readings. (10 points each)
- ✍ Questions with multiple choice answers related to all the content covered in class discussion (5 points each)
- ✍ Two questions about the readings assigned during the first part of the semester (15 points each)

The final exam (Week 14) consists of three parts:

- ✍ Questions with short open answers related to all the content covered in class, including the readings. (10 points each)
- ✍ Questions with multiple choice answers related to all the content covered in class discussion
- ✍ Two short essay writing on the readings assigned during the first part of the semester (15 points each)

Assessment/Grading Policy

Descriptor	Alpha	UK	US	GPA
Excellent	A	75+	93+	4.0
	A-	70-74	90-92	3.7
Good	B+	66-69	87-89	3.3
	B	63-65	83-86	3.0
	B-	60-62	80-82	2.7
Average	C+	56-59	77-79	2.3
	C	53-55	73-76	2.0
Below Average / Poor	C-	50-52	70-72	1.7
	D+	46-49	67-69	1.3
	D	40-45	60-66	0.7
				1.0
Fail	F	<40	<60	0

Grade Breakdown and Assessment of Learning Outcomes

Assessment Task	Grade %	Learning Outcomes	Due Date
Group discussions, class participation and attendance	15%	all	Weekly
Mid-term exam	20%	all	Week 6
Final Project	15%	all	Week 13
Assignments (x 4)	30%	all	TBC
Final Exam	20%	all	Week 14

Assignments

Final project 15 %

Each student will have to choose a food item and analyze its life cycle (evaluating its social, economic and environmental sustainability) and its supply chain and present it to the class on week 13. Students will be required to write a 1800 words final project. The topic must be communicated to the professor by lesson number 5.

Assignments 30%

Assignment 1 - 5%

- Visit to a sustainable business: students will have to select a sustainable business, (it can be a farm , a store, a restaurant or cafeteria, a factory) and analyze it through a sustainability reference guide that the students will develop in class with and present it to class.

Assignment 2 - 5%

- Reaction paper on a video screened in class: students will be asked to submit a reaction paper of 1000 words pages commenting a video screened in class

Assignment 3 - 10%

- Students will be asked to gather information regarding the origin, ingredients and method of production, labeling and nutritional value of 10 food items in a traditional supermarket and an organic supermarket. The students will be assessed by the professor in the interpretation and reading of this information.

Assignment 4 - 10%

- Students will have to interview a local person over 60 years old about his or her personal relationship with food. The interview will have to focus on the relationship between food and family, food and identity and the changes in the food production, distribution and patterns of consumption over the course of the interviewed life. The interview should be based on a minimum of 5 questions and must include an introduction that presents the interviewed person. It must be a minimum of 1000 words.

Course Materials

Please see below a list of the readings required for the course. The readings are mandatory and can be downloaded from the **Modules** section in CANVAS:

- 🔒 Capatti A, Montanari M., *Italian Cuisine. A Cultural History*, New York: Columbia University Press, 2003.
- 🔒 Counihan C., *Around the Tuscan Table. Food, Family and Gender in the 20th Century Florence*, New York and London, Routledge, 2004.
- 🔒 C. Counihan and P. Van Esterik, *Food and culture : A reader*”, Routledge, 2012.
- 🔒 Dresner S., *The principles of sustainability*, Earthscan. 2008.
- 🔒 Flandrin J., Montanari M., *Food: a culinary history*, Columbia University press, NewYork, 1999.
- 🔒 Harris M., *Good to Eat: Riddles of Food and Culture*, HarperCollins Publishers Ltd, 1986.
- 🔒 Hoffman R., Gerber M., *The Mediterranean Diet, Health and Science*, Oxford, Wiley-Blackwell, 2012.
- 🔒 Levenstein H., *Paradox of Plenty: A Social History of Eating in Modern America*, University of California Press, 2003.
- 🔒 Levenstein H., *Revolution at the Table: The Transformation of the American Diet*, Oxford University Press, 1988.
- 🔒 Levenstein H., *Fear of food: a history of why we worry about what we eat*, University of Chicago Press, 2012.
- 🔒 Montanari M., *Food is culture*, New York: Columbia University Press, 2006.
- 🔒 Nestle M., *What to eat*, North Point Press, 2006.
- 🔒 Nestle M., *Food Politics: How the Food Industry Influences Nutrition and Health*. Berkeley, University of California Press, 2007.
- 🔒 Parasecoli F., *Food culture in Italy*, Greenwood Publishing Group, 2004.
- 🔒 Parasecoli F., *Al Dente. A History of Food in Italy*, London: Reaktion Books, 2014
- 🔒 Petrini C., *Slow Food Nation*, New York, Rizzoli Ex Libris, 2013.
- 🔒 Pollan M, *The Omnivore's Dilemma: a Natural History of Four Meals*, Penguin Press, 2006
- 🔒 Pollan M., *In defense of Food: an Eater's Manifesto*, New York, Penguin Press, 2008.
- 🔒 Root, W., *The Food of Italy*. New York: Vintage, 1992 (1971).
- 🔒 Scholliers P., *Food, drink and identity: Cooking, Eating and Drinking in Europe since the Middle Ages*, Berg Publishers, 2001.
- 🔒 Wilson B., *The Way We Eat Now*, HarperCollins Publishers, 2020

Further and recommended Reading(s)

- 📖 Barrientos S. and Dolan C., *Ethical sourcing in the global food system*, Earthscan, 2006.
- 📖 Behrens P., Bosker T., *Food and Sustainability*, Oxford University Press, 2019.
- 📖 Greenberg P., *Four Fish: The Future of the Last Wild Food*, The Penguin Press, 2010.
- 📖 Cinotto S., *The Italian American Table: Food, Family, and Community in New York City*, University of Illinois press, 2013.
- 📖 Hesterman O., B., *Fair Food: Growing a Healthy, Sustainable Food System for All*, PublicAffairs, 2011.
- 📖 Liberti S., *The Lords of Food: journeys in the food industry that is destroying the planet*, Minimum fax, 2016 (In Italian)
- 📖 Moore Lappé F., *Diet for a small planet*, Ballantine Books, 1971.
- 📖 Patel R., *Stuffed and Starved: Markets, Power and the Hidden Battle for the World's Food System*, Melville House Publishing, 2008.
- 📖 Petrini C., *Terra Madre: Forging a New Global Network of Sustainable Food Communities*, Chelsea Green Publishing, 2010.
- 📖 Poulain J. *The Sociology of Food: Eating and the Place of Food in Society*, Bloomsbury Academic, 2017.
- 📖 Rifkin J., *Beyond beef: the rise and fall of the cattle culture*, Plume, 1993.
- 📖 Roberts P., *The End of Food*, Mariner Books, 2009.
- 📖 Schlosser E., *Fast Food Nation*, Gardners Books, 2009.
- 📖 Singer P. and Mason J., *The Way We Eat: Why Our Food Choices Matter*, Rodale Books, 2006.
- 📖 Shiva V., *Stolen harvest: the hijacking of the global food supply*, Ecology and Green Politics Series, South End Press, 2000.
- 📖 Wallace R., *Big Farms Make Big Flu: Dispatches on Infectious Disease, Agribusiness, and the Nature of Science*, Monthly Review Press, 2016
- 📖 Wilk R. et al. *Fast Food/Slow Food: The Cultural Economy of the Global Food System*, AltaMira Press,U.S., 2006.
- 📖 BCNF & Worldwatch Institute, *Eating Planet*, 2012. (ebook)

Suggested Online Resources

Brundtland, G. H. Our common future

<http://www.un-documents.net/wced-ocf.htm>

Agenda 21 United Nations programme on Sustainable Development.

<http://www.un.org/esa/sustdev/documents/agenda21/english/agenda21toc.htm>

Michael Pollan's website

<http://www.michaelpollan.com/>

Food and agriculture organization website

<http://www.fao.org>

World health organization website

www.who.int

Tuscan food pyramid

<http://www.regione.toscana.it/piramidealimentare>

Marion Nestle website

www.foodpolitics.com

Barilla center for Food and Nutrition

<http://www.barillacfn.com/en>

Slow food website

www.slowfood.com

The Slow Food Foundation for Biodiversity

http://www.fondazioneSlowFood.it/welcome_en.lasso

Global Footprint network

<http://www.footprintnetwork.org/en/index.php/GFN/>

Meat production and consumption in Italy

<https://www.internazionale.it/reportage/stefano-liberti/2020/06/03/carne-italia-allevamento> (In Italian)

<https://www.essereanimali.org/dieci-anni-di-zootecnia-in-italia/>

<https://ec.europa.eu/environment/archives/eussd/food.htm>

Coronavirus database

<https://ourworldindata.org/coronavirus>

https://covid19.who.int/?gclid=CjwKCAjwkdL6BRAREiwA-kiczByF8GtPCqbQ3rTyVzLmHJwC2ExDmAEbSiV1JxPAdMyQsmwdWlqqXhoCe-kQAvD_BwE

Stefano Liberti Ted Talk
 be.com/watch?v=v79NjsH8zHO
 Park slope food coop
<https://www.foodcoop.com/>
 Camilla Bologna
<https://camilla.coop/>

Weekly Course Schedule

WEEK 1	
Topic	FOOD AND FOOD SYSTEMS
In class activity	<p>Introduction to the course</p> <p>Explanation of the syllabus, the structure and goals of the course.</p> <p>Sociological and anthropological approaches to food</p> <p>Introduction to the sociology and anthropology of food and the most relevant conceptual frameworks that analyze food and society, food and identity, food and culture.</p> <p>DISCUSSION</p> <p>What does food mean to each of us?</p> <p>Introduction to the subject and group discussion about the role and the meaning of food in our lives and analysis of the factors that influence our food choices.</p>
Readings	<ul style="list-style-type: none"> ● Montanari M., <i>Food is culture, chapt. 1.</i> ● Scholliers P., <i>Food, drink and identity: Cooking, Eating and Drinking in Europe since the Middle Ages</i> chpt 1. ● Harris M., <i>Good to Eat: Riddles of Food and Culture</i>, chpt. 1. ● Pollan M., <i>The omnivore's dilemma: a natural history of four meals</i>, chapter 16.
WEEK 2	
Lesson 2	THE INDUSTRIAL FOOD SYSTEM
In class activity	<p>The industrialization of food production: social implications of the industrial food system.</p> <p>How to measure the environmental, social and health impact of the food industry.</p> <p>The double food pyramid.</p>
In-class screening	SCREENING OF THE DOCUMENTARY FOOD INC by Robert Kenner
Readings	<ul style="list-style-type: none"> ● Flandrin J., Montanari M., <i>Food: a culinary history</i> , chpt. 39 and 40. ● Pollan M., <i>In defense of food: an Eater's Manifesto</i>, pp 101-136. ● Schlosser E., <i>The Chain Never Stops in "Food and culture : A reader"</i> by C. Counihan and P. Van Esterik. <p>Required Articles</p> <p>https://www.the-tls.co.uk/articles/cheap-food-consequences-bee-wilson-book-review/</p>
WEEK 3	
Topic	ITALIAN CUISINE: A CASE STUDY
In class activity	<p>Italy as a case study: the construction and development of the concept of Italian cuisine</p> <p>Italian cuisine. History and evolution of Italian gastronomy within a globalized world. Overview of the social and cultural aspects of typical Italian foods.</p>

	Food and wine regulations as a defense of Italian food identity. (DOP- IGP- DOCG- DOC- IGT) Pasta and Pizza, local foods that became global.
DEADLINE	DEADLINE REACTION PAPER TO THE DOCUMENTARY FOOD INC.
Readings	<ul style="list-style-type: none"> • La Cecla, <i>Pasta and Pizza</i>, chpt. 2 • Capatti A., Montanari M. <i>Italian cuisine</i>, chpt 1. • Levenstein H., <i>The American response to Italian food, 1880–1930</i> in <i>Food and Foodways</i> (1985). • Parasecoli F., <i>Al dente: A history of food in Italy</i>, chpt. 7.

WEEK 4	
Topic	GLOBAL VERSUS LOCAL FOOD
In class activity	<p>Italian and Tuscan Food: Global versus local food</p> <p>Tuscan food pyramid</p> <p>A joined initiative of the Public health agency and the agricultural department of Tuscany</p> <p>Discovering old traditions that enhance seasonality and responsive attitudes towards sustainability.</p> <p>See here: http://www.regione.toscana.it/piramide-alimentare-toscana/i-livelli-della-piramide</p>
Field Study	Visit to a food market
Readings	<ul style="list-style-type: none"> • Counihan C., <i>Around the Tuscan Table Around the Tuscan Table. Food, Family and Gender in the 20th Century Florence</i>, chapt. 2 and 4. • Root, W., <i>The Food of Italy</i>, chpt. 2.

WEEK 5	
Topic	MEDITERRANEAN DIET: A GLOBAL CONCEPT WITH A LOCAL ORIGIN
In class activity	<p>Definitions and interpretations of Mediterranean diet</p> <p>Historical evolution of MD and changes over the last 60 years in eating patterns and behaviours of the Mediterranean countries.</p> <p>Analyzing the Mediterranean diet from two perspectives: -What defines the Mediterranean diet from a food consumption perspective -Characteristics and common elements of the Mediterranean countries diet from a socio-cultural perspective</p> <p>Mediterranean diet and health: epidemiological studies.</p> <p>CLASS DISCUSSION</p> <p>Class discussion to try answering the following questions: Is it more than a dietary regimen? Can we define it as an approach, a relationship and an attitude towards food? Can we apply it globally? Does it make sense to implement it in societies where it didn't develop naturally?</p>
DEADLINE	DEADLINE FOR THE FINAL PROJECT TOPIC
Readings	<ul style="list-style-type: none"> • Levenstein H., <i>fear of food</i>, chpt. 9 • Hoffman R., and Gerber M., <i>The Mediterranean Diet</i>, Chpt. I <p>Required Articles</p> <ul style="list-style-type: none"> • Dernini S. and Berry E., <i>Mediterranean diet: from a healthy diet to a sustainable dietary pattern</i>, <i>Front Nutr.</i> 2015; 2: 15. • Nestle M., <i>Mediterranean diets: historical and research overview</i>. <i>Am J Clin Nutr.</i> 1995 Jun;61(6 Suppl):1313S-1320S

	WEEK 6
Topic	MID-TERM EXAM

	WEEK 7
Topic	SPRING BREAK

	WEEK 8
Topic	SUSTAINABILITY, FOOD SAFETY AND FOOD SECURITY
In class activity	<p>The concept of sustainability, food safety and food security.</p> <p>The slow food movement.</p> <p>Production and consumption of local and sustainable food in Italy</p>
Field Study	Visit to Salcheto Sustainable Winery (http://www.salcheto.it/en), the first entirely energy independent winery.
Readings	<ul style="list-style-type: none"> • Dresner S., <i>The principles of sustainability</i>, pp.31-39. • Leitch A., <i>Slow food and the politics of virtuous globalization</i> in “<i>Food and culture : A reader</i>” by C. Counihan and P. Van Esterik. • Petrini C., <i>Slow food nation</i>, chpt. 4 and 5.

	WEEK 9
Topic	THE NUTRITION TRANSITION
In class activity	<p>Nutrition transition: concept and evolution</p> <p>Defining the major chronic diseases and their distribution in the world’s population</p> <p>Food and health</p> <p>Chronic diseases of western countries: consequences of the industrialization of food production on population’s health.</p>
Readings	<ul style="list-style-type: none"> • Wilson B., <i>The Way We Eat Now</i>, chpt. 1. • Nestle M., <i>Food politics</i>, chpt 1 and 3 and appendix: <i>Issues in nutrition and nutrition research</i>. • Pollan M., <i>The omnivore's dilemma: a natural history of four meals</i>, chpt 5 and 6. • Albritton R. <i>Between obesity and hunger: the capitalist food industry</i> in “<i>Food and Culture: A Reader</i>” by C. Counihan and P. Van Esterik. <p>Required articles</p> <ul style="list-style-type: none"> • Popkin B., <i>Global nutrition dynamics: the world is shifting rapidly toward a diet linked with noncommunicable diseases</i>, <i>Am J Clin Nutr</i> 2006;84:289–98.

	WEEK 10
Topic	FOOD AND NUTRITION IN ITALY
In class activity	<p>Food and nutrition in Italy: Global problems local solutions</p> <p>An overview of the Italian food pyramid, nutritional guidelines, overweight, obesity and cardiovascular diseases data vs global trends.</p> <p>Public health initiatives in Tuscany and Italy to tackle obesity, overweight and non-communicable diseases.</p>

	Focus on school lunch in Italy.
Field Study	Visit to a kitchen that prepares and provides school meals in Florence.
Readings	<ul style="list-style-type: none"> Parasecoli F., Food and culture, chapter.7 Counihan C., <i>Around the Tuscan Table. Food, Family and Gender in the 20th Century Florence</i>, chpt. 8. <p>Required Articles</p> <ul style="list-style-type: none"> Morgan K. and Sonnino R., <i>Rethinking School Food: The Power of the Public Plate in State of the World 2010: Transforming Cultures: From Consumerism to Sustainability</i>. Washington: Worldwatch Institute, 2010.

		WEEK 11
Topic	COVID-19 AND THE FOOD SYSTEM	
In class activity	<p>Covid in Italy: guest lecture</p> <p>Industrial food production and COVID 19</p> <p>Racial inequalities and COVID-19</p>	
GUEST LECTURE	Overview of the Healthcare System in Italy: Inverse north-south gradient in the coronavirus epidemic in Italy: links to differences between regional healthcare Systems	
Readings	<p>Industrial food production and COVID 19</p> <p>Required articles</p> <ul style="list-style-type: none"> https://www.theguardian.com/world/2020/may/02/meat-plant-workers-us-coronavirus-war https://www.theguardian.com/world/2020/aug/21/uk-cheap-food-could-fuel-covid-19-spread-says-who-envoy?utm_term=d5a3f3ca928899859d622ce03602b6e0&utm_campaign=GuardianTodayUK&utm_source=esp&utm_medium=Email&CMP=GTUK_email https://fabioparasecoli.com/food-contagions-and-geopolitics/ https://fabioparasecoli.com/food-systems-in-the-time-of-coronavirus/ <p>Racial inequalities and COVID-19</p> <p>Required articles</p> <ul style="list-style-type: none"> https://www.nytimes.com/interactive/2020/05/18/us/coronavirus-underlying-conditions.html https://www.theguardian.com/world/2020/jun/09/enormous-disparities-coronavirus-death-rates-expose-brazils-deep-racial-inequalities https://www.nytimes.com/interactive/2020/07/05/us/coronavirus-latinos-african-americans-cdc-data.html 	

		WEEK 12
Topic	THINKING ABOUT NUTRITION AND DIETARY RECOMMENDATIONS	
In class activity	<p>Science as a product of the social context</p> <p>Reflection on eating habits</p> <p>Social implications of the industrial food production system</p> <p>Food policies and food education</p> <p>The paper of social actors involved in food policy: citizens, government and food industry.</p> <p>Supermarkets: How global and local food systems coexist in an Italian supermarket. Regional, local and global foods presence in a supermarket.</p> <p>CLASS DISCUSSION</p>	

	<p>Analyzing eating habits as the result of the way each society is organized and structured.</p> <p>Making proposals of how to improve the diet and the lifestyle of the society we live in by understanding who the social actors are involved in food policies.</p>
Field Study	Visit to a local supermarket and group exercise.
Readings	<ul style="list-style-type: none"> • Nestle M., <i>What to eat</i>, Introduction and chpt. 1. • Pollan M., <i>In defense of food: an Eater's Manifesto</i>, pp 101-136. <p>Required articles</p> <p>https://www.nytimes.com/interactive/2020/09/02/magazine/food-insecurity-hunger-us.html</p>

DEADLINE	DEADLINE FOR THE FINAL PROJECT
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	WEEK 13
Topic	PRESENTATION OF THE FINAL PROJECT AND REVIEW FOR THE EXAM
In class activity	<p>Presentation of the final project to the class and discussion.</p> <p>Final review for the exam</p>

	WEEK 14
Topic	FINAL EXAM

Attendance, Participation & Student Responsibilities

Attendance: CAPA has a mandatory attendance policy. Attendance is taken at the beginning of every class. Unless otherwise expressed by your instructor, the first time a student has an unexcused absence for a class, their grade will not be impacted. The second time a student has an unexcused absence in that class, it will result in a 3 percent reduction of the final grade (for example: an A- [92] will become an B+ [89]). The student will be placed on academic probation at this time. Three unexcused absences per class will result in failure of the course. A pattern of three absences in more than one course will result in dismissal from the program.

Excused Absences: Absences are only excused for medical reasons, for a family emergency or for a religious holiday. To request an excused absence, students must contact the Academic Director ahead of time and provide evidence (e.g. a doctor's note) of the reason for their absence, otherwise the absence will not be excused. Even if the student knows the absence will not be excused, the student should still contact CAPA to inform CAPA they will not be in class.

In addition to contacting the Academic Director, it is the responsibility of the student to contact their 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.

Any student who feels they may need an accommodation based on the impact of a physical, psychological, medical, or learning disability should contact the instructor and/or the director of academic affairs privately to discuss your specific needs.

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 behavior. Plagiarism, self-plagiarism and cheating can result in dismissal from the program.

Self-plagiarism, copying an assignment entirely or partially to submit to a different class in an attempt to receive credit twice for one piece of work is unacceptable and considered cheating by duplication. Students risk receiving an "O" 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.

Sexual Misconduct, Required Reporting, and Title IX: CAPA The Global Education Network is committed to encouraging a safe and healthy environment at our seven CAPA centers. This commitment includes the understanding of, and applicable adherence to, the guidelines outlined in Title IX of the Education Amendments of 1972. Title IX necessitates that US universities provide equity in all educational programs and activities without sex discrimination.

CAPA understands the implications of Title IX compliance for our institutional partners and thus endeavors to support this compliance as a vital aspect of partnership. The safety and security of all students during a program is a matter of crucial importance to CAPA. To facilitate this, CAPA encourages students to openly disclose any and all information that is Title IX relevant so that CAPA staff can provide support and connect students with appropriate resources. Because students may not understand the implications of Title IX abroad, CAPA will work to advise students about the resources available through Title IX and explain the importance of compliance in Title IX reporting. CAPA will work to build student confidence in CAPA's status as a mandated reporter by outlining the advantage of disclosure for the student, reassuring them that any information disclosed will not be used in an inappropriate manner, and stressing that individuals will only be informed on a need-to-know basis.

Use of electronic equipment in class: All devices such as laptops, i-pods, i-pads, netbooks, notebooks and tablets, smartphones, cell phones, etc. are **NOT** allowed unless 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 Associate 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 for an extension must be made to the relevant faculty member no later than two days prior to the due date. Late submission without prior approval will result in a 3 percent per day deduction of the final grade. In either case, work cannot be submitted after feedback has been provided to the rest of the class on the relevant assessment or one week after the due date whichever comes first, after which point a grade of “0” 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.