



SDNY URBS 3345

Analysing and Exploring the Global City



Sydney by night: a view from Milson's Point

Course Description

This course traces Sydney's development from early Indigenous connections to Sydney as tribal country, the establishment of a colonial outpost of the British Empire, through to the thriving multi-cultural metropolis it is today. The course will examine how the forces of colonization, migration, economic modernization, and globalization have affected the city and its inhabitants. Students will gain insights into the changing dynamics and identities of communities within Sydney, and will also look at the forces that have shaped Sydney's relationship with the rest of the world.

Course Aims

This course is designed to encourage students to engage in a critical analysis of the impact of globalization on the development of modern cities, in particular Sydney. The course ultimately intends to help students contextualize their travels and encounters in the city and will help them develop informed interpretations of Sydney while they are here.

Requirements and Prerequisites

There are no pre-requisites for this course. It is approached from the disciplinary frameworks of sociology, anthropology, and global studies.

Student Learning Outcomes (SLOs)

Through this course and the assessment tasks, students will learn to analyse and interpret the spaces and socially constructed places in Sydney through the lens of social and anthropological theory. Field excursions and independent fieldwork will further provide the opportunity to engage directly with the people and places that make up the diverse cultural and social landscape of Sydney and enhance their knowledge and understanding of Sydney as a global city.

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

1. Recognise, describe and interpret examples of the impact of globalisation on Sydney both historically and in the contemporary context.
2. Explore and analyse Sydney spatially and reflect on differences and similarities between Sydney and their home environment.
3. Appreciate diversity through an ability to describe, interpret and respect the differences between their home country and Australian society.
4. Understand concepts of, and the implications of, the realities of power, privilege and inequality in urban environments as it applies to the greater Sydney region.

Developmental Outcomes

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

Class methodology

This course blends classroom-based learning, (lecture, student presentations, debate and discussion), with experiential learning through field trips and field research. Class participation involves critical engagement with set readings through group presentations, discussion and debate. Students are encouraged to read further on the topics listed for each week. Learning will be evaluated through presentations, a research report, research essay and a final essay format exam.

The course includes field classes. You are encouraged to participate in events/activities from the CAPA Sydney MyGlobalCity calendar to broaden your understanding of this subject in the context of Sydney and Australia. You will be asked to draw on these experiences in one or more assessment tasks within this course.

Final Exam

The final exam consists of short essay-style answers to a choice of questions on material covered in the course. Time allowed: 2 hours.

Assessment & Grading

| Task | Weighting | SLO |
|---|-----------|------------|
| 1. Class Participation (including online) | 10% | 1, 2, 3, 4 |
| 2. Urban Exploration Presentation | 20% | 1, 2, 3, 4 |

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| 3. Urban Exploration Paper | 40% | 1, 2, 3, 4 |
| 4. Final Exam | 30% | 1, 2, 3, 4 |

| DESCRIPTOR | ALPHA | NUMERIC | GPA | REQUIREMENT/EXPECTATION |
|-----------------------------------|-------|---------|-----|--|
| Outstanding (High Distinction) | A | 93+ | 4.0 | Maximum grade: In addition to description for grade "A-", the student shows detailed understanding of materials about which he or she can show independent analytical ability. This means the ability to question an issue from different perspectives and evaluate responses in an objective manner. |
| Excellent (Distinction) | A- | 90 - 92 | 3.7 | Student shows understanding of literature beyond the textbook/class hand-outs/class notes, and the work shows a high level of independent thought, presents informed and insightful discussion and demonstrates a well-developed capacity for evaluation. |
| Very good (High Credit) | B+ | 87 - 89 | 3.3 | Shows evidence of a capacity to generalise from the taught content, or the material in literature, or from class lectures in an informed manner. Also, the work demonstrates a capacity to integrate personal reflection into the discussion and an appreciation of a range of different perspectives. |
| Good (Credit) | B | 83 - 86 | 3.0 | The work is well organised and contains coherent or logical argumentation and presentation. |
| Good (Credit) | B- | 80 - 82 | 2.7 | Student shows understanding of literature beyond the textbook and/or notes, and, there is evidence of additional reading. |
| Average (Good Pass) | C+ | 77-79 | 2.3 | The work demonstrates a capacity to integrate research into the discussion and a critical appreciation of a range of theoretical perspectives. Also, the work demonstrates a clear understanding of the question and its theoretical implications and demonstrates evidence of additional reading. |

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| Adequate (Pass) | C | 73 – 76 | 2.0 | Shows clear understanding and some insight into the material in the textbook and notes, but not beyond. A deficiency in understanding the material may be compensated by evidence of independent thought and effort related to the subject matter. |
| Below Average (Borderline Pass) | C- | 70-72 | 1.7 | Shows some understanding of the material in the textbook and notes. A deficiency in any of the above may be compensated by evidence of independent thought related to the subject matter. |
| Inadequate (Borderline Fail) | D+ | 67 – 69 | 1.3 | Fails to show a clear understanding or much insight into the material in the textbook and notes |
| Poor (Fail) | D | 60 – 66 | 0.7 – 1.0 | Besides the above for D+, student has not shown interest or engagement in the class work or study. |
| Poor (Fail) | F | <60 | 0 | Shows little or no understanding of any of the material |
| Incomplete | I | | | Please see CAPA policy in the Academic Handbook. |

1. Class Participation (10%)

Your participation mark is based on your preparation for class and your input into group discussion in all classes (excluding the class of your presentation for which you will get a separate mark). You will need to demonstrate that you have read and thought about the set material for each week. Participation in class discussion will be marked on the insight demonstrated in your input to the class discussion and debate. This includes the online discussion forums and the Globally Networked Learning mapping project.

Please review the following table as a guide:

| Grade | Discussion | Reading |
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| A range | Excellent: consistent contributor; offers original analysis and comments; always has ideas on topics of the readings; takes care not to dominate discussion. | Obviously has completed all readings; intelligently uses resultant understanding to formulate comments and questions for the discussion. |

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| B+ | Very Good: frequent, willing, and able contributor; generally offers thoughtful comments based on the readings. | Has done most of the readings; provides competent analysis of the readings and applies insights from class appropriately. |
| B / B- | Satisfactory: frequent contributor; basic grasp of key concepts but little original insight; comments/questions are of a general nature. | Displays familiarity with some readings and related concepts but tends not to analyse them. |
| C range | Poor: sporadic contributor; comments/questions betray lack of understanding of key concepts; often digresses in unhelpful ways. | Displays familiarity with few readings; rarely demonstrates analytical thought. |
| D / F | Very Poor: rarely speaks; merely quotes text or repeats own comments or those of others. | Little to no apparent familiarity with assigned material or application to relevant discussion. |

2. Urban Exploration presentation (20%)

This assignment is based on an analysis of personal exploration of a specific Sydney community or neighbourhood. Students should spend time visiting their chosen location and incorporate their own observations and insights into their analysis. Presentations should engage with specific details from the community which highlight its character and distinctive elements. You may also include photographs of the area, interviews with members of the local community, and a consideration of relevant community issues, such as the impact of cuts to government funding and local development projects. Video material may be included but must be brief (2-3 mins). **Each presentation must be based on the student's individual work and must not reproduce materials/content from another class or *My Global City* event.**

Presenters will address the character and significance of their location in terms of themes such as: society, arts and culture, architecture, historical development, environment, housing, demographics, multiculturalism, style, tourism, and industry and the economy. (Note: you should not address all of these themes, but select those more relevant to your neighbourhood). Collectively, these presentations provide insight into the diverse nature of the city and its inhabitants and will allow us to identify points of comparison. Presentations should be approximately **10 minutes duration**, and students are encouraged to be creative in their presentation technique through the use of audio/visual display etc. Students will be evaluated on their ability to creatively introduce and analyse their location, assess its significance for an understanding of Sydney's character as a global city, connect the topic to the main themes of the course, and **generate discussion with the class through the use of questions and discussion points.**

Recommended locations: Paddington, Darlinghurst, Kings Cross, Newtown, Marrickville, Glebe, Leichhardt, Cronulla, Coogee, Bondi, North Sydney, Manly, Parramatta.

Note: Your presentation may focus on any part of Sydney except those covered in the field studies: i.e. Balmain, Chippendale and Ultimo/Pymont.

Sources: The primary sources for the presentation should be your own observations of the area, together with class readings, lecture material, and details from relevant field studies.

3. Urban Exploration Paper (40%)

Length: 1500 words. Submission via CANVAS.

This paper will allow students to develop the themes and ideas examined in their Sydney Urban Exploration Presentation. However, it should not provide a mere overview of the presentation. Specifically, papers will engage with course concepts, theories and readings in order to analyse further the character and significance of their chosen location in relation to Sydney's identity as a global city. Your paper should provide insight into the relationship among the city, its inhabitants, and its global influences. **Each paper will be based on the student's individual work and must not reproduce materials/content from another class or *My Global City* event.**

Papers should be analytical rather than descriptive and based on a clearly-stated thesis. They should be approximately 1500 words in length and should incorporate secondary research (min. five sources) as well as course themes and concepts. Papers will be evaluated with respect to strength of argument, complexity of ideas, detail and sophistication of examples and engagement with secondary sources and course themes. Ideally, papers will also engage with comments which derive from the class presentation and discussion.

Each paper will be based on the student's individual work. Further guidelines can be accessed on CANVAS under Advice for Urban Exploration Paper.

4. Final Exam (30%)

This exam will be held in class during the last seminar. It will be a test of, and rely on, the student's willingness and ability to read with care and evaluate the material the course has covered. You will write three essays chosen from a list.

Instructions for submitting written work:

- Spacing. 1.5 or double between lines.
- Use a clear font, such as Times Roman, and 12 pt.
- Use the Harvard (in text) or MLA referencing system.
- All assignments should be uploaded online. Please log in to CANVAS.
- Make sure you retain a copy of your work in case of lost or misplaced essays.

Course Materials

Required Readings

See the weekly schedule for a detailed list of readings.

Recommended Reading

The following texts provide both historical and contemporary overviews of Sydney and its emergence as a global city, in particular the experience of people from different backgrounds:

- Alexander, G. 2010. *Surviving Sydney Cove: The Diary of Elizabeth Harvey*, Sydney, 1790. Scholastic Press, N.S.W.
- Birmingham, J. 1999. *Leviathan: The Unauthorized Biography of Sydney*. Knopf/Random House, Sydney
- Connell, J. 2000. *Sydney: the emergence of a world city*. Oxford University Press, Melbourne
- Falconer, D. 2010, *Sydney*, University of NSW Press, Sydney
- Flannery, T. 2000. *The Birth of Sydney*. Grove Press, New York
- Freestone, R. & Randolph, B. & Butler-Bowdon, C. (eds) 2006. *Talking about Sydney – Population, community and culture in contemporary Sydney*. University of NSW Press, Sydney
- Irving, T. & Cahill, R. 2010. *Radical Sydney: places, portraits and unruly episodes*. University of NSW Press, Sydney
- Karskens, G. 2009. *The colony: a history of early Sydney*. Allen & Unwin, Crows Nest, N.S.W.
- Spearritt, P. 2000. *Sydney's Century: A History*. University of NSW Press, Sydney
- Turnbull, L. H. 1999. *Sydney: Biography of a City*. Random House, Sydney

Web resources:

- Australian Institute of Aboriginal and Torres Strait Islander Studies
<http://www.aiatsis.gov.au/>
- City of Sydney
<http://www.cityofsydney.nsw.gov.au/AboutSydney/CityResearch/GlobalSydney.asp>
- Globalization and World Cities Research Network
<http://www.lboro.ac.uk/gawc/index.html>
- Indigenous History of Sydney
<http://www.cityofsydney.nsw.gov.au/barani/themes/theme1.htm>
- Metropolitan Plan for Sydney 2036 (Sydney metropolitan region)
<http://metroplansydney.nsw.gov.au/>
- Sydney 2030 – Green/Global/Connected (Local Government Area)
<http://www.sydney2030.com.au/>

Weekly Schedule

| Seminar | Topic | Class activities |
|---------|---|---|
| 1 | <p>Introducing Sydney: what makes Sydney a global city?</p> <p>In this first week you will be introduced to the course and its topic structure. The course is anchored in the disciplines of sociology, anthropology and global studies. In this introductory session we will discuss globalism, global cities and what makes Sydney a global city.</p> <p>Required reading</p> <ul style="list-style-type: none"> Friedman, J. 1986. The World City Hypothesis. <i>Development and Change</i>, 17,1, 69-83. Sassen, S., 2001. <i>The Global City</i>. Princeton University Press, Princeton, 3-16. | <p>Class</p> <p>Introduction to the course. Review of assessment tasks.</p> <p>Online</p> <p>What makes Sydney a global city?</p> |
| 2 | <p>Online Class: People and Place: Aboriginal Australians in the Global City</p> <p>Indigenous Australians' connection to country or place is a spiritual connection that attaches a responsibility to care for 'country'. This week's topic explores, through an anthropological lens, this connection with particular reference to Indigenous tribes and clans of the Sydney area, the impact of colonization, and sites of cultural, political, and historic significance.</p> <p>Required Reading</p> <ul style="list-style-type: none"> City of Sydney 2011. <i>Barani Barrabugu / Yesterday Tomorrow – Sydney's Aboriginal Journey</i>. City of Sydney, Sydney http://www.cityofsydney.nsw.gov.au/about/sydney/documents/VisitorGuidesInformation/WalkingTours/WalkTourBaraniBarrabugu.pdf Retrieved 13 December 2012 Clendinnen, I. 2005. <i>Dancing with Strangers, Dancing with Strangers: Europeans and Australians at First Contact</i>. Cambridge University Press, New York, pp. 6-12 | <p>Class</p> <p>Complete the online work Aboriginal Places in Sydney</p> |
| 3 | Field Class: Museum of Sydney | Field Class |

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| | <p>Our first field class will take us to the Museum of Sydney where we will trace the story of the development of Sydney.</p> <p>Required Reading</p> <ul style="list-style-type: none"> • Explore the Museum of Sydney website http://www.hht.net.au/museums/mos • Explore the Customs House website http://www.cityofsydney.nsw.gov.au/customshouse/ | <p>Online Discussion Forum: Museum of Sydney</p> |
| 4 | <p>People and Place: Colonial Outpost</p> <p>This week we explore the experience of the convicts and other early colonial residents, in particular their emerging connection to Sydney as 'place' and the changing nature of the place and its role in the British imperial network. We also see how the landscape of Sydney was changed by the process of colonization. In later weeks we will see how this landscape has interacted with the processes of globalization to shape the social, political, and economic structures and divisions within Sydney.</p> <p>Required Reading</p> <ul style="list-style-type: none"> • Karskens, G. 2006. Nefarious geographies: convicts and the Sydney environment in the early colonial period, <i>Tasmanian Historical Studies</i>, Vol. 11, pp. 15-27 • Sylvester, D., 2010, "Governor Lachlan Macquarie, Sir James Macintosh and the Scottish Enlightenment", <i>Journal of Australian Colonial History</i>, Vol 12, pp 23-38. | <p>Lecture: colonial Outpost</p> <p>Student Neighbourhood Presentations</p> <p>Online Discussion Forum: Governor Macquarie and the Scottish Enlightenment</p> |
| 5 | <p>Migrant Communities and Home</p> <p>Guest lecture on Immigration and Asylum Seekers</p> <p>This week's topic considers the impact of migration on Sydney in terms of migrant communities, finding a place in a new home, and the evolution of the idea and importance of multiculturalism in Australian society.</p> <p>Our guest lecture explores services to asylum seekers in Sydney and the impact of policy.</p> <p>Required reading:</p> <ul style="list-style-type: none"> • Bowen, C. 2011. Multiculturalism in the Australian Context, http://www.katelundy.com.au/2011/02/17/minister-for-immigration-and-citizenship-chris-bowen- | <p>Class</p> <p>Guest Lecture: Sydney Asylum Seekers Centre</p> <p>Student Neighbourhood Presentations</p> <p>Online Quiz: Multiculturalism</p> |

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| | <p>multiculturalism-in-the-australian-context/ Retrieved 16 August 2012</p> <ul style="list-style-type: none"> Collins, J. & W. Lalich. 2004. The dismantling of Australian multiculturalism and the migrant third sector: spotlight on the St George region of Sydney, <i>Third Sector Review</i>, Vol. 10, No. 2, pp. 85-97. John Menadue, "Are we stopping the boats to save lives?" 13 September 2017 https://johnmenadue.com/john-menadue-are-we-stopping-the-boats-to-save-lives-at-sea/ | |
| 6 | <p>'Neighbours' – Constructing Local Identity</p> <p>Sydney can arguably be segmented along a range of socio-economic indicators and this segmentation informs government policy in relation to social inclusion. Individuals and communities have shaped regional identities in response or as a challenge to this clinical, demographic categorization. This week's topic explores some of these identities.</p> <p>Required Reading</p> <p>Terkenli, T. 1995. Home as a Region. <i>Geographical Review</i>, Vol. 85, No. 3, pp.324-334.</p> | <p>Class</p> <p>Lecture: Neighbours</p> <p>Student Neighbourhood Presentations Screening of Bra Boys (non-fiction)</p> <p>Online</p> <p>Discussion Forum: Bra Boys</p> |
| 7 | <p>Spatial Restructuring and Social Polarisation.</p> <p>The emergence of Sydney as a global city has also had consequences for the urban landscape, in particular, spatial re-structuring and consequent divisions and inequalities between localities and communities. These divisions and the resulting social exclusion are often overlooked in the grand strategies to further enhance the position of Sydney in global networks.</p> <p>Required Reading</p> <ul style="list-style-type: none"> Bounds, A. and Morris, A. (2001) Economic Restructuring and Gentrification in the Inner City: A Case study of Pyrmont Ultimo, <i>Australian Planner</i>, 38 (3/4):128-132. | <p>Class</p> <p>Guest Lecture: Ross Coleman Spatial Restructuring and Social Polarisation.</p> <p>Walking tour: Ultimo/Pyrmont</p> <p>Online</p> |

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| | <ul style="list-style-type: none"> Nathan Rees, "Struggle Street: Western Sydney has many more stories of hardship like these", <i>The Drum</i>, Australian Broadcasting Corporation, 7 May 2015. | |
| 8 | <p>Neighbourhoods. Balmain</p> <p>On our walking tour of the Balmain neighbourhood we explore this affluent harbourside suburb with a rich working-class history. Once a site for heavy industry Balmain was the place where the Australian Labor Party was formed in 1891. The tiny workers' cottages have been restored and Balmain is now home to a range of residents from business people and professionals to actors and sporting heroes, the most celebrated of whom must be the swimming great Dawn Fraser.</p> <p>Required Reading</p> <ul style="list-style-type: none"> Inner West Council, "Balmain", https://www.innerwest.nsw.gov.au/explore/libraries/community-history/making-history/land-and-suburbs/inner-west-council-suburb-history#balmain | <p>Field Class</p> <p>Online Quiz</p> |
| | Urban Exploration Paper Due | |
| 9 | <p>Resilient Cities</p> <p>More of us are living in cities. But what makes these cities liveable and sustainable? City resilience reflects the overall 'capacity of a city (individuals, communities, institutions, businesses and systems) to survive, adapt and thrive no matter what kinds of chronic stresses or acute shocks they experience'. (Rockefeller Foundation: 2013).</p> <p>Required Reading</p> <p>Spaans, M., and Waterhout, B., "Building up resilience in cities worldwide – Rotterdam as participant in the 100 Resilient Cities Programme", <i>Cities</i> 61 (2017) 109–116.</p> <p>Paul James, Belinda Young, Brendan Gleeson and John Wiseman, "What actually is a good city?", <i>The Conversation</i>, 12 July 2017, https://theconversation.com/what-actually-is-a-good-city-80677</p> | <p>Class</p> <p>Lecture: Resilient Cities</p> <p>Student Neighbourhood Presentations</p> |
| 10 | Darling Harbour and Maritime Museum | Field Class |

| | | No Online Work |
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| 11 | <p>Sydney as a Destination</p> <p>Sydney is a major global tourist destination, a role which is enhanced through global events such as the 2000 Olympics, and the annual Gay and Lesbian Mardi Gras. Our focus this week is on the way in which Sydney is portrayed / sells itself to the world. Students will draw on their own experience during the semester to reflect on the authenticity of these messages.</p> <p>Required Reading Choose one of the following readings depending on your interest: www.theoperahouseproject.com</p> <p>Allon, F. 2004. Backpacker Heaven: The Consumption and Construction of Tourist Spaces and Landscapes in Sydney, <i>Space and Culture</i>, Vol. 7, No. 1, February, pp. 49-63</p> <p>Markwell, K. 2002. Mardi Gras tourism and the construction of Sydney as an international gay and lesbian city. <i>GLQ: A Journal of lesbian and gay studies</i>, March-June, 2002, Vol.8(1-2), pp.81-99</p> <p>Smyth R. 1998. From the Empire's 'second greatest white city' to multicultural metropolis: the marketing of Sydney on film in the 20th century, <i>Historical Journal of Film, Radio and Television</i>, Vol. 18, No.2, pp.237-262</p> <p>Waitt, G. 2001. The city as tourist spectacle: marketing Sydney for the 2000 Olympics, <i>Virtual Globalization: Virtual Spaces/Tourist Spaces</i>, Taylor & Francis Books, Oxfordshire, pp. 220-244.</p> | <p>Class:</p> <p>Lecture: Sydney as a Destination</p> <p>Exam preparation</p> |
| 12 | <p>Final Exam and conclusion:</p> <p>Two-hour final exam</p> | <p>Class</p> <p>Final</p> |

Attendance, Participation & Student Responsibilities

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

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

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

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

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

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

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

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

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

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