



SDNY SOCY 3356

Sport in Australian Society

CAPA SYDNEY PROGRAM

Course Description

This unit involves the study of sport in Australian culture, exploring Australia's historical sporting context through to its importance in today's Australian society. As a sports sociology unit, the course is focused on the ways sports are entangled in social, cultural, political, and economic forces that operate within and across the micro, meso, and macro levels of Australian society. It addresses some of the ways individuals are involved in sports organisations and activities, including our participation in sport for purposes of recreation and leisure, self-expression and personal fulfillment. The course also foregrounds the importance of spectatorship and the consumption of sports as entertainment commodities. The course deals with sports and sports culture as sites that enable the analysis of social issues, structures, and forms of inequality. This includes exploring sport in Australia in terms of social norms, roles, and power relations, including all the complex social dynamics that characterise forms of social stratification (e.g., by race, class, and gender).

Course Aims

This course begins in 2018 and is driven by a series of sociological questions, including: Why is sport so important in today's world? How can sport help us understand society and different cultures? What role has sport played in the past and what role is it likely to play in the future? The programme offers you an interactive way to develop your knowledge and understanding of sport and its many roles in both reproducing and changing society.

Students will become familiar with basic information on the sociology of sports, and the course will provide the conceptual and theoretical tools to understand and analyse major social issues in relation to sports. They will also learn to apply general principles of sociology to the analysis and understanding of particular types of sports issues (e.g., leisure sports vs. organised sports), and they will be able to critically evaluate the different types of sports in terms of their social uses. They will learn to apply social science theories and knowledge to sport-society issues, to locate social science scholarship on sports, to synthesise different sources of such scholarship, and to communicate as both amateur social scientists and as educated members of the public. In-depth reading, possible online group discussions, expert presentations, in-class exercises, individual presentations and online lectures will be used to achieve these learning objectives.

Requirements and Prerequisites

No previous requirements or pre-requisites are required. This course assumes a basic level of knowledge of sports. Students from a variety of backgrounds and interests are encouraged to take this class. Students will find the course provides a good foundation for internships and further studies in cultural studies, public policy, business, marketing or global studies.

Learning Outcomes

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

1. Evaluate the historical context of Australian sports and their relationship with the socio-cultural and economic development of the nation.
2. Understand the role of sport and recreation in community building and belonging.
3. Appreciate the role of ethics, integrity, power and equity in sporting contexts.
4. Discern how sport is shaped by social differences and inequality such as income, gender, ethnicity, religion, disability, sexuality and education.
5. Explain the differences, and identify tensions between, the traditional model of amateur sport and the emerging model of professionalism, globalisation and sport as a commodity in Australia.
6. Explore the future of Australian sport.

Developmental Outcomes

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

Class Methodology

This unit will use a combination of lectures, seminars, presentations, fieldwork and student discussion as well as online forums.

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 essays/papers/projects assigned in this course.

The assigned field component(s) are:

Women's Australian Rules Football (AFLW) match and a men's National Rugby League game. An assessment task (Field Study) is associated with these activities. Refer to Assessment information below.

Assessment and Grading

Assessment	Grade	SLO	Due
Participation and group facilitation	15%	a, b, c, d	Weekly
Online Concept quiz	25%	b., c.	Session 8
Field trip Report	30%	a, b, c, e	Session 10
Group Research presentation and report	30%	c, d, e	Session 12

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.
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. Participation and group facilitation (15%)

Participation is a vital part of your grade. Students are expected to come prepared to class, having completed any set readings, and to participate actively and critically in class discussions and in related online activities. Note that this is a mark for participation, NOT attendance (which is compulsory).

Facilitation includes actively encouraging and participating in class discussion of readings and lecture content.

2. Online Concept quiz (25%)

The first half of the term provides an introduction to foundational sociological theories that will be tested in Session 8 via an online quiz. Questions will be drawn from set readings and lecture material. All students will have one attempt at the quiz. All students will have exactly one week to attempt the quiz.

3. Individual essay (35%)

Length: 2000 words

For this assignment, students are asked to provide a written essay following their individual research presentation. This should be in the form of an academic essay and include bibliographic references.

4. Group Presentation (25%)

Length: 20-minute presentation.

Group Presentations will be organised in Session 4 and will run in Session 12. Using live sporting events as a starting point, each group is to consider the following quote:

'Sports are distinguished from play and spectacle in that they involve combinations of both intrinsic enjoyment and extrinsic rewards for performance' (Coakley 2007, p. 7).

Students need to reflect on their own live sporting experiences – including but not confined to the unit field trips – to develop their response. Your group will need engage with research related to a topic covered in the unit and use a minimum of 3 scholarly sources to advance a conceptual argument.

Course Materials

Required Readings:

There is no prescribed text. See CAPA Canvas for readings and Chapters.

Recommended Reading(s):

- Anderson, E., 2011. *Sport, Theory and Social Problems*, Routledge, London.
- Andrews, D.L. and Carrington, B. eds., 2013. *A companion to sport*. John Wiley & Sons.
- Best, S 2010, *Leisure studies: themes and perspectives*, SAGE: London
- Caudwell, J. (ed.), 2006. *Sport, sexualities and queer theory*. London: Routledge.
- Coakley, J., Hallinan, C., & McDonald, B., 2011. *Sport in society: Sociological issues and controversies*. Sydney: McGraw-Hill.
- Coakley, J. & Dunning, E., 2000. *Handbook of Sports Studies*. Sage: London.
- Georgakis, S., & Molloy, S., 2014. From old soccer to new football? Expert accounts of transformations on the world game in Australia post-Crawford Report. *Soccer & Society*, 1-18.
- Hess, R. & Stewart, B. 1998 *More than a game: An unauthorised history of Australian rules football*. Melbourne: Melbourne University Press.

- Horne, J., Tomlinson, A., Whannel, G., & Woodward, K., 2012. *Understanding Sport: A socio-cultural analysis*. Routledge, London.
- Houlihan, B., & Malcom, D. (eds.), 2016. *Sport and society: A student introduction*. Sage: London.
- Hughson, J.E. and Dyreson, M., 2009. *The Making of Sporting Cultures*, Taylor and Francis, London.
- Jefferson: McFarland. Giulianotti, R. 2005. *Sport: A critical sociology*. Cambridge: Polity Press.
- Klugman, M., 2014. "My natural environment has provided me with about fifty different ways of expressing frustration": Mining the visceral angst of Australian Rules football followers. *Emotion, Space and Society*, 12, pp. 24-31.
- Le Clair, J.M., 2013. *Disability in the global sport arena: A sporting chance*. Routledge.
- Mangan, J. A., & Nauright, J., 2000. *Sport in Australasian society*. London: Cass.
- Maynard, J., 2011. *The Aboriginal Soccer Tribe*. Sydney: Magabala Press.
- Messner, M., 2007. *Out of Play: Critical Essays on Gender and Sport*, State University of New York Press.
- Messner, M. A., & Sabo, D. F. (eds.), 1990. *Sport, men, and the gender order: Critical feminist perspectives*. Champaign, Illinois : Human Kinetics Books.
- Park, R. & Vertinsky, P., 2010. *Women, sport, society*. London: Routledge.
- Pedersen, P. ed., 2017. *Routledge handbook of sport communication*. Routledge.
- Stets, J.E. and Turner, J.H. eds., 2014. *Handbook of the Sociology of Emotions* (Vol. 2). Springer.
- Stewart, B., Nicholson, M., Smith, A. & Westerbeek, H., 2004. *Australian sport: Better by design? The evolution of Australian sport policy*. London: Routledge.
- Ward, T., 2013. *Sport in Australian national identity: Kicking goals*. Routledge.
- Wright, L. & Clarke, G., 1999. Sport, the media and the construction of compulsory heterosexuality: A case study of women's Rugby Union. *International Review for the Sociology of Sport*, 34(3), p. 227-243.

Journals

- European Journal of Sport and Society
- International Journal of History of Sport
- International Journal of Sport
- International Journal of Sport Communication
- International Journal of Sport Management
- International Review of the Sociology of Sport

- Journal of Sport in Society
- Sport, Education and Society

You should be aware that surfing the internet in search of information is no substitute for spending time in the library. Trying to find material on the internet can often be frustrating, time-consuming, and unrewarding. If you do elect to use information from the internet, also be sure to cite it correctly. You should provide the author's name, the title of the document or work, the URL in angled brackets, and the date accessed. Note too that no more than ten percent of your cited sources should be internet-based, and under no circumstances should students rely upon or reference Wikipedia, Sparknotes, or Wordpress.

Weekly Course Schedule

SESSION 1	
Seminar 1	Kick off! Why study sport and what is its place in Australian society?
Summary	The lecture introduces the unit content and the basis of this unit which is to explore society and culture through an investigation and analysis of sport and sporting culture. This week we will examine what it means to take a sociological approach to sport and you will be introduced to a number of foundational theories and ideas of sociology. We will also explore our individual and collective interests in sport – as fans and perhaps even athletes ourselves!
Out-of-class activity	Online: Discussion Topic 1
Readings	Stewart B., 2004. 'Sport and Australian society' in <i>Australian Sport—better by Design?: The Evolution of Australian Sport Policy</i> : Psychology Press, pp. 3-15. Hargreaves, J. & McDonald, I., 2000. 'Cultural Studies and the Sociology of Sport' in Coakley, J. & Dunning, E., <i>Handbook of Sports Studies</i> . Sage: London, pp. 49-61.

SESSION 2	
Seminar 2	From Cricket to Cockroach Races: Sport and Australian National Identity
Summary	This week we explore the centrality of sport to Australian national identity. We will be taking a very broad approach as we investigate cricket as a national sport and contrasting this with micro level events such as cockroach racing.
Out-of-class activity	Online: Discussion Topic 2
Readings	<p>Hutchins, B., 2005. 'Unity, difference and the 'national game': Cricket and Australian national identity' in S Wagg (ed), <i>Cricket and National Identity in the Postcolonial Age: Following On</i>, Routledge: London and New York, pp. 9-27.</p> <p>Frew, E. and White, L., 2007. 'Australia Day alternative events: An exploration of national identity and nationalism'. In <i>Proceedings of the Fourth International Event Research Conference</i>. Melbourne: Victoria University.</p>

SESSION 3	
Seminar 3	Race and Sport
Summary	In this class we turn to the issue of race and racism in sport. Our required reading investigates the particular experiences of iconic Indigenous athlete Cathy Freeman, and in our seminar we will also explore the career of, and racist attacks on AFL player Adam Goodes. To engage in a critical analysis of race and sport we will also be utilizing critical race theory and critical whiteness theory as we explore the complex relationship between sport, whiteness, and national identity in Australia.
In-class activity	ONLINE CONTENT - COMPULSORY CANVAS LECTURE AND ACTIVITIES
Out-of-class activity	Online: Discussion Topic 3
Readings	Bruce, T. and Wensing, E., 2009. 'She's not one of us!': Cathy Freeman and the place of Aboriginal people in Australian national culture. <i>Australian Aboriginal Studies</i> , (2), pp. 90-100.

	Coram, S. and Hallinan, C., 2017. Critical race theory and the orthodoxy of race neutrality: examining the denigration of Adam Goodes. <i>Australian Aboriginal Studies</i> , (1), p. 99-111.
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SESSION 4	
Seminar 4	Sport and Bogan Australia
Summary	Australia is a sporting nation, but sporting events and the ways people experience and perform spectatorship is also 'classed'. This week we turn to the issue of class in Australian society as we analyse the place of the Melbourne Cup - 'the race that stops the nation' - and the construction of 'bogans'.
Preparation	Bring an article or opinion piece on the Melbourne Cup. Your focus should be on the Melbourne Cup as a social and cultural event, rather than on the specific outcome of the race.
In-class activity	ONLINE CONTENT - COMPULSORY CANVAS LECTURE AND ACTIVITIES
Out-of-class activity	Online: Discussion Topic 4
Readings	Churn, N., 2013. 'Bogan time and the race that stops the nation' in C Lawrence and N Churn (eds.), <i>Movements in time: revolution, social justice and times of change</i> , pp. 103-114. Rossiter, Penny. "Bogans: A Sticky Subject." <i>Continuum</i> 27, no. 1, pp. 80-92.

SESSION 5	
Seminar 5	FIELD TRIP - NO CLASS
Out-of-class activity	AFLW: Greater Western Sydney Giants Vs West Coast Eagles Blacktown International Sportspark Sunday 23 rd February.

Readings	Migliaccio, Val, 2017. 'AFL Women's success is changing women's sports media landscape'. <i>The Advertiser</i> . http://www.adelaidenow.com.au/sport/more-sports/afl-womens-success-is-changing-womens-sports-media-landscape/news-story/d45358119ac547262ed5c8d9d2d162c9
Assignments	Field trip journal entry

SESSION 6	
Seminar 6	Cheers and Tears: The emotional and affective intensities of sporting events
Summary	This Session we turn to the experience of spectatorship as we prepare for our final field trip. Our readings direct us to the emotional and affective experiences of live matches as we consider how we are 'moved' by sport and but the atmosphere of collective sporting passions.
Preparation	Bring an article or opinion piece on the Melbourne Cup. Your focus should be on the Melbourne Cup as a social and cultural event, rather than on the specific outcome of the race.
Out-of-class activity	Online: Discussion Topic 6
Readings	Klugman, M 2009, 'Loves, Suffering and Identification: the Passions of Australian Football League Fans', <i>International Journal of the History of Sport</i> , vol. 26, no. 1, pp. 21-44. Melnick, M.J. and Wann, D.L., 2011. An examination of sport fandom in Australia: Socialization, team identification, and fan behavior. <i>International Review for the Sociology of Sport</i> , 46(4), pp. 456-470

SESSION 7	
Seminar 7	FIELD TRIP – NO CLASS
Out-of-class activity	NRL: Parramatta Eels VS The Bulldogs Bankwest Stadium Thursday 12 th March 8pm KICK OFF.

Readings	Moore, A., 2000. Opera of the proletariat: Rugby league, the labour movement and working-class culture in New South Wales and Queensland. <i>Labour History</i> , pp. 57-70.
Assignment	Field trip journal entry

SESSION 8	
Seminar 8	Hitting the 'grass ceiling': Gender inequality in sport
Summary	The sporting landscape is one defined by gender differences. Sporting competitions are largely organized according to sex, and sports practices and sporting bodies are typically coded as masculine or feminine. Sporting domains have also, historically, been spaces of women's exclusion. This Session we turn our attention to gender as an organizing principle of sport (and of society more broadly) as we explore the history and contemporary state of sport from a gender perspective.
In-class activity	Screening: The Ticket: Women in News and Sport
Out-of-class activity	Online: Discussion Topic 8
Readings	Messner, M., 2007. 'Sport and Male Domination: The Female Athlete as Contested Ideological Terrain' in <i>Out of Play: Critical Essays on Gender and Sport</i> . State University of New York Press, pp. 31-46. Morley, R., 2003. Boxed in: Muscling in on 'masculine' identities. <i>Journal of Australian Studies</i> , 27(76), pp. 109-116.
Assessments	Concept quiz: Complete on CANVAS

SESSION 9	
Seminar 9	The (Un)holy Trinity: Violence, Scandal, and Cheating in Sport
Summary	While sport and sporting events are often glorified as positive individual and collective leisure past-times, sporting culture has a 'dark side'. This Session we explore some of the darker aspects of sport as we explore off-field and excessive

	<p>violence, scandals, and forms of cheating (such as doping). Our aim is to both investigate particular case studies – such as Todd Carney and the ‘bubbling’ scandal – and to consider the connections often made by theorists between highly masculine and violent sporting cultures, and unacceptable off-field behaviours. We will also be considering the paradoxical tensions that exist between these different case studies, such as how public opinion is charged when cheating scandals are revealed, yet largely silent when athletes are involved in domestic violence charges or sex scandals.</p>
Out-of-class activity	<p>Online: Discussion Topic 9</p>
Readings	<p>Nurka, C., 2013. Shame and disgrace in Australian football culture: rape claims and public affect. In <i>Women's Studies International Forum</i> (Vol. 38, pp. 43-51). Pergamon.</p> <p>Brennan, J., 2016. The Todd Carney “bubbling” social media scandal. <i>Popular Communication</i>, 14(4), pp. 199-211.</p>

SESSION 10	
Seminar 10	Sport and LGBTQ+ Identity: The Sydney 2002 Gay Games
Summary	<p>Building on our discussions over previous Sessions on gender, race, and class, this week we turn to the issue of sexuality. Sport is a space that can exist as both a site of discrimination and tension for LGBTQ+ people, and as a site of liberation and social change. In the seminar this week we shall explore this particular paradox and engage in a critical analysis of the 2002 Sydney Gay Games as a social, cultural, economic, and political event.</p>
Out-of-class activity	<p>Online: Discussion Topic 10</p>
Readings	<p>Waitt, G. (2005). The Sydney 2002 Gay Games and Querying Australian National Space. <i>Environment and Planning D: Society and Space</i>, 23(3), 435–452.</p>
Assignments	<p>Individual Research Essay due.</p>

SESSION 11	
Seminar 11	New directions in sport?: Challenging traditional sporting culture through alternative, extreme, and lifestyle sports
Summary	As we come to the end of our term we consider some alternative sporting spaces – from roller derby to ultimate frisbee and extreme ironing. We will investigate some alternative, extreme, and lifestyle sports and query their potential as sites to challenge diverse forms of social inequality as they manifest in sporting culture and society more broadly.
In–class activity	Screening: Roller Derby Dolls (ABC Documentary)
Out–of–class activity	Online: Discussion Topic 11
Readings	<p>Pavlidis, A. and Fullagar, S., 2013. 'Narrating the multiplicity of 'derby grrrl': Exploring intersectionality and the dynamics of affect in roller derby'. <i>Leisure Sciences</i>, 35(5), pp. 422-437.</p> <p>Thorpe, Thorpe, H.A. and Wheaton, B., 2013. 'Dissecting action sports studies: Past, present, and beyond', in Andrews, D.L. and Carrington, B. (eds.). <i>A companion to sport</i>. John Wiley & Sons.</p>

SESSION 12	
Seminar 12	GROUP PRESENTATIONS
In–class activity	Group presentations.
Assignments	Group presentations held in class.

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 session 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.