

Analyzing & Exploring the Global City

COURSE DETAILS

Course Designator and Number: DBLN3018

Number of Credits: 3

Language of Instruction: English

Instructor: On-Site Faculty

COURSE DESCRIPTION

Cities around the world are striving to be “global.” This interdisciplinary course focuses on the physical, socio-economic, political, and cultural development of Dublin through space and time. Before students explore the city, chronologically they will examine ancient Ireland’s globality in terms of its educational and religious influences, particularly on mainland Europe. Then, starting from the 10th Century, students will retrace the Viking city through to the city’s current form that is characterised by urban sprawl, multiculturalism, and its connection to Europe and the global economy. Much of the first half of the course will explore the creation of the colonial city (Georgian Dublin) and, following independence from Britain, the creation of the postcolonial city. Each of these phases in the city’s morphology can be witnessed/read through an examination of the city’s architecture, nomenclature, museums, art, and in relation to the post-colonial city, oral histories, which requires an interdisciplinary toolkit for city exploration and analysis.

The second section of the course will explore the policies that fostered the rapid speed at which Dublin grew from being a sparsely populated, non-industrial and disconnected urban space in the 1970s to a post-industrial/post-modern relatively highly populated dense plural space in the 1990s. Students will investigate the relationship between these policies and the devastating recession of the 2000s. Students will also explore the result of these rapid physical and socio-economic and cultural changes in terms of gentrification, immigration, and the complicated and contested nature of inner city residents’ notions of place, space, and identity. Students will also explore the creation of new multiethnic spaces and the city’s rebranding as a literary-cultural space (tourist Dublin). Finally, students will investigate the processes that occur in most global cities, which contribute to the creation of invisible spaces and subcultures that are found on the physical and cultural margins.

Course Objectives

The course aims to give students an understanding of, and appreciation for, the evolution of global cities, their governance, and the complexity and richness of their various neighbourhoods and subcultures. It is an aim of the course for students to be able to apply and relate critical theory to city living and urban development and the effects of culture and art on a city's identity. Through fieldwork students will experience Dublin's varied urban geographies firsthand and interact with these sites in an informed and analytical way. We will consider what these sites reveal about the city's complex histories, but also how they are used today to represent the city's past to contemporary Dubliners and tourists. The course is also intended to allow students to reflect on their (back) home environments, contextualise their own extracurricular travels and encounters in the city during their stay, and develop their own interpretations of Dublin as a place to live, work, and play.

Learning Outcomes

- to acquire the ability to relate critical thinking and theories such as postcolonialism, modernism, and postmodernism to cities and city living
- to illustrate an understanding of semiotics and an ability to deconstruct the built environment
- to recognise the relationship between a nation's identity and the built environment
- to effectively identify the effects of colonisation on Dublin's physical and social geography
- to be aware of different views on gentrification and urban regeneration
- to recognise the connections between global capital and global cities
- to critically analyse the effects that globalisation has on Irish identity
- to critically examine the concept of cosmopolitanism
- to understand the effects of culture and everyday life on the built environment
- to critically evaluate the effects of the tourist industry on a city's identity
- to examine the relationship between seminal Irish writers and Dublin
- to demonstrate the ability to link census data with city living
- to illustrate an ability to create digital maps

Developmental Outcomes

- to develop more confidence to travel to new places, particularly cities
- to develop different tools/abilities to critically explore new cities
- to be curious, mindful, and respectful when visiting new places and spaces
- to demonstrate an ability to engage with different subgroups
- to gain intercultural competence

Methodology

The course will mix classroom work with experiential learning and individual research. The classroom work will be a blend of lectures, workshops, and discussions. Experiential learning is a central component of the class and will be centered on field trips to sites such as the Docklands and Ballymun, one of Europe's largest urban regeneration projects. Students will engage with a wide variety of literature—including primary documents, literary accounts, historical interpretations, and contemporary social analyses—that trace Dublin's physical and social transformations over the period and allow students to consider the diverse ways in which the city has been represented. Written work and digital mapmaking will allow students to interpret evidence from fieldwork and secondary research to develop their own arguments about the nature and significance of the forces shaping the city and engage with a variety of critical perspectives on its current transformation.

My Education Co-Curricular Activities

The *My Education* co-curricular calendar offers a diverse program of events and activities taking place in Dublin throughout the semester. As part of the course requirements, **students must attend at least TWO events listed on the My Education calendar.**

Note that many *ME* events require advanced signup, so students should check the calendar and plan their activities well in advance. Others are self-directed and may be undertaken at any time.

Students may also select alternative events or activities listed on the *My Education* calendar, as long as they are not already closely related to field studies for this course and are approved by the instructor in advance. We will also make use of other relevant *My Education* events and activities in class discussion where appropriate, as well as draw on students' own individual travel experiences in Ireland and Europe during the semester to draw comparative conclusions.

Field Studies

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

Students are responsible for ensuring that they arrive at field studies classes on time and wearing appropriate clothing (i.e., comfortable and warm).

Course Prerequisites

This course assumes no previous knowledge of the city or of the discipline of geography, urban studies, and other disciplines that contribute to this course; relevant geographical and related theoretical concepts or ideas will be introduced and explained. It is vital that students come to class having read the set texts carefully and with ideas to contribute to the discussion. Background

information will be provided to prepare students for the fieldwork, which is treated as classroom time: attendance is a course requirement.

Required Readings/Materials

Weekly required readings will be made available in Xerox or electronic format. Some of the key texts on Dublin will also be available in the CAPA Library. It is imperative that students complete the assigned readings before the class for which they are assigned, as they will be required to discuss and evaluate these ideas in the sessions. Readings will be supplemented with video footage to foster comparative analysis about representations of historic and contemporary Dublin in a variety of media and also to illuminate issues of current concern. Students will be encouraged to research supplementary reading materials relevant to their neighbourhood research project.

Textbook

- Bridge, G and Watson, S. (2002) *The City Reader*. Oxford. Blackwell.

Supplementary Readings

- Amin, A. and Thrift, N. (2002) *Cities: Reimagining the Urban*. Oxford. Polity Press.
- Atkinson, D., Jackson, P., Sibley, D. and Washbourne, N. (2005) *Cultural Geography: A Critical Dictionary of Key Concepts*. London and New York: I.B. Tauris.
- Bourke, E. and Faragó, B. (2010) *Landing Places: Immigrant Poets in Ireland*. Dublin: Dedalus Press.
- Brady, J. and Simms, A. Eds. (2001) *Dublin Through Space and Time*. Dublin. Four Courts Press.
- Calvino, I. (1997) *Invisible Cities*. Translated by Weaver, W. Great Britain: Vintage.
- Cresswell, T. (2004) *Place: A Short Introduction*. Oxford: Blackwell.
- Daly, M. (1984) *Dublin, The Deposed Capital: A Social and Economic History 1860-1914*. Cork: Cork University Press.
- Doyle, R. (2008) *The Deportees*. London: Vintage.
- During, S. Ed. (1993) *The Cultural Studies Reader*. London. Routledge.
- Foucault, M. (1986) Of Other Spaces. Translated by Jay Miskowiec. *Diacritics*, 16, 22-7.
- Gelder, K. and Thornton, S. (eds.) (1997) *The Subcultures Reader*. London and New York: Routledge.
- Harris, N. (2002 a) *Dublin's Little Jerusalem*. Dublin: A. & A. Farmar.
- Highmore, B. (2002) *Everyday Life and Cultural Theory An Introduction*. London. Routledge Books.
- Highmore, B. (2005) *Cityscapes*. New York. Palgrave.
- Hourihane, J. (ed.) (2003) Spaces in the Mind, In: Hourihane, J. (ed.) *Engaging Spaces: People, Place and Space from an Irish Perspective*. Dublin: The Lilliput Press.
- Jackson, P. (1989) *Maps of Meaning*. London & New York: Routledge.
- Kearns, K. (1994) *Dublin Tenement Life: An Oral History*. England. Penguin.
- Kelly, D. (2005). *Dublin's Spatial Narrative—The Transition from Essentially Monocultural Places to Polycultural Spaces*. *Irish Geography*, Vol. 38(2)
- Lynch, K. (1960) *The Image of the City*. Cambridge. The MIT
- McDonald, F. (2000) *The Construction of Dublin*. Dublin: Gandon.
- McDonald, F. and Nix, J. (200f) *Chaos at the Crossroads*. Dublin: Gandon.
- Moore, N. (2008) *Dublin Docklands Reinvented: the post industrial regeneration of a European City quarter*. Dublin: Four Courts Press.
- Prunty, J. (1998) *Dublin Slums 1800-1925*. Dublin: Irish Academic Press.
- Raban, J (1974) *Soft City*. Great Britain. Fontana.
- Sibley, D. (1995) *Geographies of Exclusion*. London: Routledge.

- Whelan, Y. (2003) Reinventing Modern Dublin: Streetscape, Iconography and the Politics of Identity. Dublin: University Dublin College Press.

Grading

Grading Rubric

Letter grade	Score or percentage	Description
A	93-100	Achievement that is outstanding relative to the level necessary to meet course requirements.
A-	90-92	Achievement that is significantly above the level necessary to meet course requirements.
B+	87-89	
B	83-86	
B-	80-82	Achievement that meets the course requirements in every respect.
C+	77-79	
C	73-76	
C-	70-72	Achievement that is worthy of credit even though it fails to meet fully the course requirements.
D+	67-69	
D	60-66	
F	0-59	Represents failure (or no credit) and signifies that the work was either (1) completed but at a level of achievement that is not worthy of credit or (2) was not completed and there was no agreement between the instructor and the student that the student would be awarded an I.

Summary of How Grades Are Weighted

Assignments	Percentage of grade
Class participation	10%
Essay: <i>Reading the City</i>	20%
Midterm assignment: Multimedia Digital Map of Colonial and Postcolonial Dublin	20%
GNL Dub-Lon-Syd-Flo Research	15%
Dublin neighbourhood tour and paper	15%
Final exam	20%
Overall grade	100%

Assessment Details

Students must complete all required components for each course by the established deadlines. Failure to do so will result in a reduction of the course grade and may result in a grade of F for the course in question.

Essay: Reading the City. (20%)

1,000 words.

This essay will demonstrate students' understanding of the methodologies employed by a range of academic disciplines to explore cities, beginning with an historical analysis of the role of the Flâneur in the 19th Century to contemporary discourse in cultural geography and visual ethnography, which include an importance of semiotics and the visual in research. Students must include a range of images and photographs of old and new Dublin in this essay to illustrate their understanding of the methodologies and concepts discussed in the essay (and class).

Global Network Learning Dub-Lon-Syd Research Presentation. (15%)

Students, in connection with their first essay, *Reading the City*, will upload an image onto a shared Google Map that represents Dublin to them. Following this, each CAPA location will compare and contrast each location's perceptions of their host cities. Students will then be divided into research groups concerning issues relating to all the cities such as art, food and markets, ethnicity, etc. These international student groups will then collaborate and create a shared Google Doc and present their group's findings in class. The presentation should include a shared comparative analysis of the topic.

Mapping Colonial & Postcolonial Dublin (20%)

Midterm assignment

Students will be instructed how to make digital maps, including inserting text, Web links, images, and film. These interactive documentary maps will illustrate each student's understanding of the city's radical physical morphology; political and cultural debates; and physical conflicts that occurred in Dublin between the 18th and 20th Century. Students must identify and locate on their maps the most notable events, places, public policies, and people that gave rise to each time period and how the past has influenced the present. Students must insert a minimum of 20 text boxes and relevant quotes from academic sources into their maps, which equates to a short essay in terms of word count. The text will be analytical rather than descriptive and incorporate the pertinent political and cultural debates of the time periods. Each text box will also include visual documentation and, where possible, downloaded film footage and Web links. Students must illustrate a good understanding of postcolonial theory and identity politics. Students must also include a minimum of five images and text that illustrates the contemporary city's rebranding that looks to art, literature, and the future.

Dublin Neighbourhood Walk (circa 45 min.–1 hr.) & Google Map (15%)

In consultation with the instructor, small groups of students will undertake quantitative and qualitative research on one neighbourhood in Dublin. Following a period of time to carry out the research students will, during class time, escort their classmates and instructor on a field trip of their neighbourhood. They will then create a virtual tour on Google Maps.

NB. The group will be given one collective assessment for the field walk and therefore each member will receive the same grade.

Using rhythm analysis and a critique of everyday life, as discussed in class, students must demonstrate during the tour an awareness and consideration of the following where appropriate:

- What constitutes the borders of the area
- Who lives in the neighbourhood?
- Is there an age profile?
- Is there a uniform/dress code?
- Who once lived there?
- How does it feel at different times of the day and different days of the week?
- Illustrate familiarity with the built environment, both historical and contemporary (for example, its architecture/iconography/graffiti...)
- Identify a number of shops/services/restaurants
- Identify community needs and resources
- Reveal the views of locals based on semi-structured interviews
- What are the prices of goods compared with different neighbourhoods?

Students must escort the other class members and instructor to one café or place of interest that they have become familiar with (book it in advance if needed) where we can discuss relevant the neighbourhood and relevant issues.

Mapping component:

Whilst the primary source will be students' own observations at the sites themselves, written analysis must be supported by a minimum of five secondary sources, which should be cited in the

map and in a final bibliography. Students should also read further around the topic in preparation for their papers: relevant resources can be found in the CAPA Resource Centre, as well as through students' institutional online access to scholarly journals. Students must include photographs, census data, photographs, charts, and any other relevant material from the visit in their map.

Class Participation (10%):

This is a vital part of the grade. CAPA has a mandatory attendance policy. Students are expected to participate actively and critically in class discussions, and the participation portion of the class will be graded accordingly. I trust there will be a supportive and friendly atmosphere for class discussion. Students are expected to think carefully about the assigned readings, to read assigned readings in advance of the class, and come in on time. The instructor expects everyone to contribute fully to class discussions and to respond thoughtfully to the field trips. Silent attendance of class is not enough for a good participation grade. Persistent lateness or lack of attention in class (e.g., reading materials other than the work set) may result in a low or zero grade for participation, and possible referral to the Director of Academic Programmes.

If a student must miss class for medical reasons or for a family emergency, they should let CAPA know in advance of meetings on excused.absence@capa.org, so plans can be made accordingly. Students must provide evidence of the reason for the absence. If students miss any meetings without an excused absence, their final grade will be dropped accordingly. Students are responsible for making up any missed assignments or other class work. It is a student's responsibility to ensure on the day that they are on the register for classes and field studies.

COURSE CONTENT

The following represents an overview only. Students will be provided with further information and supplementary readings/media links well in advance of each class.

Some class weekly schedules may be altered due to, for example, opportunities to attend new events, speakers etc. Students will be notified in advance of any changes to the schedule.

During field studies, we will take the time to sit and discuss readings in relation to the particular destination and relevant issues. Therefore, as with classes, it is essential that students have completed the assigned readings.

Unit 1

Introduction—Mapping the City Through Time & Space

- Introduction to the course, themes, and concepts
- Dublin's changing skyline and urban geography
- Introduction to concepts regarding space and power

Unit 2

Ireland as a Globalising Force in the 5th to 9th Centuries

- Field Studies: Visit to the National Museum of Ireland, Kildare Street. Class will meet at the front entrance of the Museum. For directions, see: <https://www.museum.ie/en-IE/Museums/Archaeology>
- Ireland and the Heritage Industry. The creation of a mono-culture?
- **Readings:** to be provided.

Unit 3

City as Text: The Flâneur, Reading & Writing the City

- Lecture and discussion
- **Readings:**
 - M. De Certeau (2010): 'The Practice of Everyday Life', in G. Bridge & S. Watson, *The City Reader*, Wiley-Blackwell, London, pp. 111-118
 - Benjamin, W. (2010): 'From the Arcades Project', in G. Bridge & S. Watson, *The City Reader*, Wiley-Blackwell, London, pp. 393-400
 - Hourihane, J. Ed. (2003) *Engaging Spaces: People, Place and Space from an Irish Perspective*. Dublin: The Lilliput Press. Pp1-13
 - Whelan, Y. (2003) *Reinventing Modern Dublin: Streetscape, Iconography and the Politics of Identity*. Dublin: University Dublin College Press. Pp11-17

- Work due: Come to class with a one-page typed reflection on Week 2's class and field trip using the heading: Carved in stone and steel – Celtic identity and the foundations for a future heritage industry. You must also include two images of contemporary advertising in Dublin that uses imagery relating to the golden age of Irish Christianity.
- You will be provided with a detailed rubric for your 'Reading the City' assignment which is to be submitted to the instructor at the start of class in week 5.

Unit 4

The Colonial City

- Field Studies: Georgian Dublin: We will begin class outside of the Bank of Ireland on College Green (opposite Trinity College).
- **Readings:**
 - Brady, J. and Simms, A. Eds. (2001) *Dublin Through Space and Time*. Dublin. Four Courts press, pp 66-136.
- Work **due**: Each student must be prepared to introduce one element/place/building associated with Georgian Dublin, assigned in Unit 3.

Unit 5

Digital Mapping Workshop

- Review City as Text: *The Flâneur*, Reading and Writing the City
- Workshop—bring laptop to class.
- Work **due**: Using the reading from Unit 4, come to class with 10 paragraphs including quotes, which characterise the political motivations for the construction of Colonial Dublin, the main places constructed, and the city's social geography (for more information, see Brady and Simms, pp. 136-159).

Unit 6

The Postcolonial City

- Lecture and discussion
- **Readings:**
 - Daly, M. (1984) *Dublin, The Deposed Capital: A Social and Economic History 1860-1914*. Cork: Cork University Press., pp to be assigned.
- Work **due**: Using this week's reading, come to class with 10 paragraphs including quotes, which characterise the political motivations for the construction of postcolonial Dublin (post-independence), the main places constructed, and the city's social geography (for more information, see Brady and Simms, pp. 136-159).
- Assignments **due**: essay title, Reading the City (rubric provided as a hand out)
- You will be divided into small groups and notified of the neighbourhood you must research. A detailed rubric will be provided.

Midterm Break

No class

Unit 7

Literary Dublin

- Field study: Exploring Joyce's Dublin. Starting place to be announced.
- **Readings:**
 - J. Johnson (2010): "Literary Geography: Joyce, Woolf and the City," in G. Bridge & S. Watson, *The City Reader*, Wiley-Blackwell, London, pp. 60-71.
 - Excerpt from Joyce's *Ulysses* will be distributed.

Unit 8

Research Methods

- Lecture and discussion
- **Readings:**
 - Research literature provided
 - www.census.ie
- Assignment **due**: Digital map of Colonial and Postcolonial Dublin

Unit 9

The Life & Death of the Vertical City

- Field study: Ballymun (one of Europe's largest contemporary regeneration projects).
- Class will begin in GCD.
- Watch documentary *Ballymun Lullaby*. (2011) Dir. Frank Barry. Dublin: Pulp Productions.
- Work due: Come to class with a report of your initial observations of your research site and/or initial census findings of the neighbourhood.

Unit 10

Going Global: Commerce & Dublin's Cityscape

- Field study: Class will begin at the entrance to the IFSC in Dublin's Docklands.
- **Readings:**
 - Moore, N. (2008) *Dublin Docklands Reinvented: the post industrial regeneration of a European City quarter*. Dublin: Four Courts Press., pp to be assigned.
 - S, Zukin. (2010): from *Landscapes of Power: From Detroit to Disney World*, in G. Bridge & S. Watson, *The City Reader*, Wiley-Blackwell, London, pp. 197-208.

Unit 11

Multicultural Dublin & Contested Identities

- Lecture and discussion
- **Readings:**
 - Kelly, D. (2005). *Dublin's Spatial Narrative—The Transition from Essentially Monocultural Places to Polycultural Spaces*. *Irish Geography*, Vol. 38(2).
 - E. Burgess (2010). "The Growth of the City," in G. Bridge & S. Watson, *The City Reader*, Wiley-Blackwell, London, pp. 244-250.

Unit 12

Student Neighbourhood Presentation

- Place of departure to be announced

Unit 13

Final Discussion & Exam

- Final exam—2 hours

POLICIES

Please note that the regulations below are very strict for a specific reason, namely to respond to the expectations of your own colleges and universities. Therefore, please observe these rules; they are not complicated and simply require your attention to detail.

Attendance Policy

Students are expected to be on time and attend all classes while abroad. Many instructors assess both attendance and participation when assigning a final course grade. Attendance alone does not guarantee a positive participation grade; the student should be prepared for class and engage in class discussion. See the on-site syllabus for specific class requirements.

CAPA has a mandatory attendance policy. Students are also 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. If you need to miss class for medical reasons or for a family emergency, you must notify the Director of Academic Programs (DAP) at least one hour in advance of your class or meeting. Note that calling the CAPA Center is accepted only if you do not have access to the Internet. An email is still required as quickly as you can get access to the Internet again. You must provide evidence of the reason for your absence. If

you miss any meetings without an excused absence by email, your final grade will be dropped accordingly. And when you must miss a class or field trip, you are responsible to talk to your instructor and make up any missed assignments.

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 approach professor and fellow students with respect and tolerance; and to actively engage in debate, while avoiding derogatory or inflammatory comments on the cultures or attitudes of others in the class.

CAPA Program & Instructor Policies

The faculty expects from you, the student, a high level of responsibility and academic honesty. 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 demonstrate a high standard of individual honor in his or her scholastic work and class behaviour.

A high standard of individual honor means that you, the student, must attend all classes and never be late (unless with a valid reason). You must be respectful of the professor and of other students by not talking/whispering in class when others are talking or presenting. Persistent lateness or lack of attention in class, ie reading materials other than the work set, may result in a low or zero grade for participation, and possible referral to the Chief Academic Officer (CAO). No electronic equipment will be used in class, including laptops, phones, ipods, pads, cell phones, etc, unless you have express permission from the professor or you have been instructed to do so. If for any reason a student is obliged to work with electronic equipment, then permission must be obtained from CAPA's Academic Director prior to the class. Certain behaviours disrupt class, such as a student arriving late, a phone ringing, a student leaving in the middle of class. Lecturers have the authority to decide policies for their classroom regarding these and similar behaviours that may disrupt the learning environment. All members of the class are expected to respect the learning environment and the lecturer's efforts to maintain it.

Academic Integrity

Plagiarism and cheating will be dealt with very seriously, and will be referred to the Chief Academic Officer. Any work submitted by a student in this course for academic credit must be the student's own original work. If you present, as your own ideas, any material copied or extensively drawn from the work of others, then you are plagiarizing — unless you give full citations for your sources. Plagiarism is unacceptable. If it is found, then this will immediately lead to an "F" (Fail) grade for that particular assignment.

Of course, you may make full use of ideas, arguments and information obtained from books, journals, websites, etc. but you must make clear in a footnote whose work you are drawing from. This includes cases of "paraphrasing" where the idea or the thought of another writer is "borrowed". (Please note that a citation for paraphrasing is academically acceptable. It could say, for example: "This idea is borrowed from: Author's name, Title, Publisher/Website, (date you accessed the website), year of publication, page number.")

In addition, copying our own assignment entirely or partially to submit to a second or third professor in another class is considered cheating by duplication. This is unacceptable. The same is when you copy your own work, that was written for another assignment or in another context (news-journal, website, blog, etc.), without citation. This is akin to plagiarism. While this does not implicate the writing of others as you are copying your own work, it is misrepresentation in academic terms because the work handed in to the instructor in this class was not originally written for this specific class, but for another publication or platform. Students risk receiving an "F" (Fail) grade for all the assignments done in classes for which they have duplicated their own work. An exception can be given if the student has obtained the professor's agreement in advance and has correctly provided a reference (citation in text or as footnote or endnote) to his/her other assignment or earlier work. Students, like any author, are allowed to cite their own earlier work.

In cases of blatant and intentional misrepresentation, a student will receive a failing grade for the course and may face disciplinary action before the Chief Academic Officer, which, in extreme cases may result in dismissal from the Program.

Helpful Resources and Tips on how to avoid Plagiarism

1. You quote it, you note it! An interactive tutorial guide on how to avoid plagiarism and how to cite sources:

<http://library.acadiau.ca/tutorials/plagiarism/>
http://www.plagiarism.org/learning_center/citation.html—if you scroll down, you'll find links to all major styles and formats for citing and referencing.

2. How to cite and write a bibliography: Ask your instructor to tell you which citation format to use (the most common are APA, MLA and Chicago). The most important thing is to use one citation and referencing format consistently and accurately throughout your paper.

Behavior 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.

University of Minnesota Policies & Procedures

Academic integrity is essential to a positive teaching and learning environment. All students enrolled in University courses are expected to complete coursework responsibilities with fairness and honesty. Failure to do so by seeking unfair advantage over others or misrepresenting someone else's work as your own can result in disciplinary action. The University Student Conduct Code defines scholastic dishonesty as follows:

Scholastic Dishonesty

Scholastic dishonesty means plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or

in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; altering forging, or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis.

Within this course, a student responsible for scholastic dishonesty can be assigned a penalty up to and including an "F" or "N" for the course. If you have any questions regarding the expectations for a specific assignment or exam, ask.

Student Conduct

The University of Minnesota has specific policies concerning student conduct. This information can be found on the Learning Abroad Center website.