SIT SCHOOL FOR INTERNATIONAL TRAINING STUDY ABROAD

SYLLABUS

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Multiculturalism, Human Rights, and Migration
AFRS3000 (6 Credits)

Morocco: Multiculturalism, Human Rights, and Migration

This syllabus is representative of a typical semester. Because courses develop and change over time to take advantage of unique learning opportunities, actual course content varies from semester to semester.

Description

The Multiculturalism, Human Rights, and Migration seminar provides the main context for students to engage academically, epistemologically, and intellectually with the themes of human rights, multiculturalism, and migration. Students utilize a multi-level and multi-disciplinary approach that considers core issues about the local and global cultural politics, development policies, and their implications on national economies, local communities, and human rights in the context of post-Arab Spring and transnational mobility. Using a perspective of "human rights practice" the focus is on analyzing how groups and organizations operationalize human rights and view human rights through action rather than simply as legal norms. The seminar engages Moroccan academics, artists, civil society activists, policy makers and students in debates on human rights, multiculturalism, and migration. This seminar is divided into modules which explore Mediterranean migration, theories and trends, African migration in Morocco, gender and migration, development, transnational identity, human rights and social movements in a hybrid regime, gendering citizenship, youth rights and activism.

Learning Outcomes:

By the end of this course, the students will be able to:
- Analyze the gap between universal rights and grassroots realities in Moroccan context, with attention to issues of power, privilege, and marginalization. Explore the conditions and dimensions of empowering and transformative learning processes.
- Describe and critique the differing approaches, perspectives, and models toward multiculturalism and how they impact the ways in which the politics of identity is played out in the Moroccan context
- Identify from both a theoretical and practical standpoint the concepts of human rights and social movements in the contemporary multicultural Moroccan context;
- Explain the impact of neo-liberal policies and protest movements on the development of human rights in Morocco;
- Explain main Migration theoretical issues and the relative analytical importance of various concepts in migration studies;

- Analyze the international regulatory framework of the protection of refugees and asylum seekers;
- Apply analytical skills through conducting research in the field of migration studies.

Language of Instruction
This course is taught in English, but students will be simultaneously learning Modern Standard Arabic and expected to engage community members in this language (to the best of their abilities) when the opportunity arises.

Course Schedule
*Please be aware that course contents, lecturers, and readings may be modified as needed. Should any changes of class topics or lecturers be necessary, students will be promptly notified.

Module 1: Human Rights, Social Movements, and Multiculturalism in the Context of a Hybrid Political System
This module offers an overview of institutional arrangements, tactics, and strategies of accommodation and coercion used by hybrid systems. The focus is on the interface between state interests, the agenda of political parties and institutions, and the claims of social movements and civil society organizations in the advance of human rights and the transition towards a more democratic system of governance. The module engages with the human rights issues in the context of post-Arab Spring social-political dynamics in Morocco and regional geopolitics and elaborates on the methods of assessment, monitoring, and advocacy of these rights.

Session 1: Human Rights and Social Movements in Morocco
This session discusses the main issues addressed by social movements in Morocco. It elaborates on the participants in the movements and on the political opportunity structures that enable them laying particular emphasis on the ways the Moroccan political system constitutes a political hybrid system.

Session 2: Social Movement Organizations' Dynamics
This session offers an analysis of the major social movements in Morocco with a particular emphasis on the February 20 movement, the Rif Hirak, the Feminist Movement, and the human rights movement.

Session 3: Multiculturalism, Politics of Identity, and the Politics of Difference
This session discusses the problem of identity in the Moroccan context. It shows the ways it is closely associated with 'identity politics', the politics of difference and the politics of recognition. We will consider proper recognition of cultural diversity, a necessary step toward revaluing disrespected identities and changing dominant patterns of representation and communication that marginalize certain groups. Special emphasis is laid on the Amazigh movement.

Required Readings:

Diamond, L. J. (2002). Thinking about Hybrid Regimes. *Journal of Democracy*, 13:2, pp. 21-35. Accessed at: http://media.library.ku.edu.tr/reserve/resspring16/Intl532_ZOnis/6_Required.pdf

Bolleyer, N. and Storm, L. (2010). Problems of party assistance in hybrid regimes: the case of Morocco. *Democratization*, 17:6, pp. 1202-1224.

Maghraoui, D. (2016). Morocco: Obedience, Civil Resistance, and Dispersed Solidarities. In Adams, Robert, Willis, Michael J., McCarthy, Rory, and Garton Ash, Timothy. Eds. *Civil Resistance in the Arab Spring: Triumphs and Disasters*. Oxford: Oxford University Press.

Kadiri, M. (2017). The Evolution of Human Rights in Morocco: Arab Reform Initiative. Accessed at: https://www.arab-reform.net/en/file/1873/download?token=edUZIwN_

Recommended Readings:

Bradley, C. G. (2015). International Organizations and the Production of Indicators. *The Quiet Power of Indicators: Measuring Governance, Corruption, and the Rule of Law*, 27-74.

Mednicoff, D. M. (2003). Think Locally – Act Globally? Cultural Framing of Human Rights in Morocco and Tunisia. *The International Journal of Human Rights*, 7:3, pp. 71-103. Accessed: https://people.umass.edu/mednic/mednicoff_humanrightssmall.pdf

Molina, I. F. (2011). The monarchy vs. the 20 February Movement: who holds the reins of political change in Morocco? *Mediterranean politics*, *16*(3), 435-441.

Emiljanowicz, P. (2017). Facebook, Mamfakinch, and the February 20 Movement in Morocco. Participedia. Accessed: https://participedia.net/en/cases/facebook-mamfakinch-and-february-20-movement-morocco

Touhtou, R. (2014). Civil Society in Morocco and Under the 2011 Constitution: Issues, Stakes and Challenges. Arab Center for Research and Policy Studies. Accessed at: https://www.dohainstitute.org/en/lists/ACRPS-PDFDocumentLibrary/Moroccan_Constitution_of_2011_and_Civil_Society.pdf

Martin Munoz, G. (2016). Democracy and Islamism in Arab Political Transitions. In Roche Carcel, Juan A. Ed. *Transitions: The Fragility of Democracy*. Berlin: Logos verlag Berlin.

Belghazi, T., & Moudden, A. (2016). *Ihbat*: disillusionment and the Arab Spring in Morocco. *The Journal of North African Studies*, *21*(1), 37-49.

Module 2: Mediterranean Migration: Theories, Trends, and Institutions
This module provides an overview of salient theoretical and methodological frameworks for the study of migration. While the focus is on trends, patterns, and drivers of migration in North Africa and across the Mediterranean, discussions will also bear on the role of migration in social transformation, transit spaces and biographies, memory and diasporic identities, and interactions between human flux and policy.

Session 1: Migration Theories and Conceptual Frameworks
This session provides an overview and critical assessment of main migration theories. The discussion also aims to tie the conceptual frameworks to the context of Morocco, thus linking migration as a main critical global issue to the specificities of North Africa.

Required Readings:

King, R. (2013). Theories and typologies of migration: an overview and a primer. Malmö: Malmö University. Available at: https://www.mah.se/upload/Forskningscentrum/MIM/WB/WB%203.12.pdf

Hear, N. (2010). Theories of Migration and Social Change. *Journal of Ethnic and Migration Studies*, 36:10, 1531-1536.

Session 2: Mediterranean Migration

This session addresses patterns, drivers, and emerging trends of migration and mobility across the Mediterranean rim. Reflections will also bear on the impact of recent refugee flux on mobility across Europe.

Required Readings:

De Haas, H. (2011). Mediterranean migration futures: Patterns, drivers and scenarios. *Global Environmental Change*, 21:1, 59-69.

Malakooti, A., and Davin, E. (2015). Migration Trends across the Mediterranean: Connecting theDots.ChaptersIIIandV).Availableat: https://publications.iom.int/system/files/altai_migration_trends_accross_the_mediterranean.pdf

Session 3: Transit Migration

The debate about migration by policy makers often invokes the notion of 'transit migration.' This session discusses the politics of transit migration and assesses its conceptual and methodological challenges. The session also explores meanings and possibilities of "transit zones" and "transit biographies."

Required Readings:

Düvell, F. (2012). Transit migration: a blurred and politicized concept. *Population, Space and Place*, *18*(4), 415-427.

Hess, S. (2012). De-naturalizing transit migration. Theory and methods of an ethnographic regime analysis. *Population, Space and Place*, *18*(4), 428-440.

Session 4: Transnationalism and Transnational Spaces

This session looks into the processes and mechanisms leading to the formation of transnational social formations and spaces. The aim is also to analyze how migrant subjectivities and institutions are impacted by migrant practices and transnational migration.

Required Reading:

Faist, T. (2010). Towards transnational studies: world theories, transnationalisation and changing institutions. *Journal of Ethnic and Migration Studies*, *36*(10), 1665-1687.

Session 5: Transnationalism and Institutions: Field Visit

This session includes site visits to the Council for the Moroccan Community Abroad (www.ccme.org.ma/en/), the Ministry of Migration, to address the ministry's ongoing work on the new policy of migration and integration strategies of immigrants in Morocco.

Required Reading:

De Haas, H. (2014). Morocco: Setting the Stage for Becoming a Migration Transition Country. *Country profile), Migration Policy Institute*. Available at: http://www.migrationpolicy.org/article/morocco-setting-stage-becoming-migration-transition-country

Module 3: Moroccan Migration in Europe: Identity, 'Integration,' and Development
This module provides an overview of Moroccan migration in Europe and its overall impact on Moroccan society. An outline of trends, forms and drivers of Moroccan migration to Europe will be followed by an assessment of its economic impact on local development. The cultural and political aspects related to identity, integration, and political participation will also be discussed.

Session 1: Moroccan Migration in Europe: Trends and Economic Impact
This session provides an overview of the demography of Moroccan migration in Europe, its trends and socioeconomic drivers. The economic impact, both on the National and Local levels, will be strongly emphasized.

Required Readings:
De Hass, H. (2016). Morocco Migration Trends and Development Potentials. GTZ, available at: https://www.giz.de/.../giz2016-en-moroccan-migration-trends.pdf
Sabry, T. (2005). Emigration as popular culture: The case of Morocco. *European Journal of Cultural Studies*, 8(1), 5-22.

Session 2: The Third Generation of Moroccan Migrants in Europe
This session deals with the problem of acculturation and integration among the third generation of migrants in Europe. The discussion will include assessment of policies from the host countries for full integration or assimilation, and from the sending country on identification and cultural continuity.

Required Readings:
Bouras, N. (2013). Shifting perspectives on transnationalism: Analysing Dutch political discourse on Moroccan migrants' transnational ties, 1960–2010. Ethnic and Racial Studies, 36(7), 1219-1231.
Gsir, S., & Mescoli, E. (2015). *Maintaining national culture abroad: countries of origin, culture and diaspora*.
Lacroix Thomas. Transnationalism and development: The example of Moroccan Migrant networks, Journal of Ethnic and Migration Studies, Taylor & Francis (Routledge), 2009, 35 (10), pp.1665-1678.
Leurs, K., Midden, E., & Ponzanesi, S. (2012). Digital multiculturalism in the Netherlands: religious, ethnic and gender positioning by Moroccan-Dutch Youth. Religion & Gender, 2(1), 150-175. Accessed at: http://www.religionandgender.org/index.php/rg/article/view/36/892
Pels, T. (2000). Muslim families from Morocco in the Netherlands: Gender dynamics and fathers' roles in a context of change. Current Sociology, 48(4), 75-93. Accessed: http://csi.sagepub.com/content/48/4/75.abstract Van der Veer, P. (2006).
Van der Veer, P. (2006). Pim Fortuyn, Theo van Gogh, and the politics of tolerance in the Netherlands. *Public Culture*, 18(1), 111-124.

Slootman, M. (2014). Reinvention of ethnic identification among second generation Moroccan and Turkish Dutch social climbers. *New Diversities*, *16*(1), 57-70.

Session 3: Moroccan Diaspora and Moroccan Politics
This session looks first at the history of political participation of migrants in the political process in Morocco. Then it will discuss various political demands from migrants, host countries and Moroccan government on the form and political implications of such process.

Required Reading:
De Haas, H. (2007). Between Courting and Controlling: The Moroccan State and 'Its' Emigrants, Centre on Migration. *Policy and Society, University of Oxford., Working Paper*, (54). Available at: http://www.imi.ox.ac.uk/about-us/pdfs/between-courting-and-controlling-themoroccan-state-and-its-emigrants.
Robins, K., & Aksoy, A. (2015). *Transnationalism, migration and the challenge to Europe: The enlargement of meaning*. Routledge, New York.

Session 4: European Migration to Morocco
This session provides an overview of European migrant community in Morocco, trends and drivers. The discussion will include the economic impact of this migration, acculturation, and social integration.

Required Reading:
Rooijendijk, L. de. (2013). *The World Upside Down: The Rise of Crisis-induced Spanish Migration to Morocco.* Available at: https://dspace.library.uu.nl/handle/1874/28517pdf.

Module 4: Gendering Citizenship: Women's Rights and Constitutional Reform in Morocco
This module focuses on women's human and legal rights in Morocco. The focus is on women's struggles in the aftermath of the 2011 Constitution. Sessions grapple with the role of civil society in leading social and political change in the areas of the Family Code, inheritance rights, equal pay, and child labor. The module also addresses the legal and social struggles against violence against women. The sessions are based on a diverse selection of readings that include theoretical articles, practitioner perspectives, and primary source texts of international and national laws. During the rural homestay, students observe and discuss the condition of rural women in light of ongoing changes in Morocco.

Session 1: The 2004 Moroccan Family Code: Law versus Implementation
This session will cover the 2004 Moroccan Family Code, examining the historical and political contexts behind its enactment, its philosophical foundations, the text of the law, and impediments to its application in reality. Particular attention will be placed on issues of women's personal and financial rights upon marriage and divorce.

Session 2: Law Reforms: Violence Against Women
This session will present the 2018 Law on the Elimination of Violence against Women, covering the forms and prevalence of VAW in Morocco, NGO campaigns for legislative reform,

and a critical analysis of the reforms. Particular focus will be placed on issues of domestic and sexual violence.

Required Readings:
Touati, Z. (2014). The Struggle for Women's Rights in Morocco: From Historical Feminism to 20 February 2011 Activism. In Olimat, Muhamad S. Ed. *Arab Spring and Arab Women: Challenges and Opportunities*. London and New York: Routledge. Accessed at: https://books.google.co.ma/books?id=-gg3AgAAQBAJ&pg=PA121&lpg=PA121&dq=the+evolution+of+protest+movements+in+Morocco&source=bl&ots=nLx4Buof4-&sig=LPeI_rNVnMD_fD0YKCZwqvDAKs4&hl=fr&sa=X&ved=0ahUKEwjZtsCem9XZAhWIxRQKHQmdAS84ChDoAQhcMAk#v=onepage&q=the%20evolution%20of%20protest%20movements%20in%20Morocco&f=false

Kerkech, R. (2016). Moroccan Women's Cultural Rights: A Psycho-social Perspective on Cultural Paradoxes. In Sadiqi, F. (Ed.). *Women's Movements in Post-"Arab Spring" North Africa*. New York: Palgrave Macmillan

Bordat, S. W., & Kouzzi, S. (2010). Legal empowerment of unwed mothers: Experiences of Moroccan NGOs. *Legal Empowerment: Practitioners Perspectives*. Retrieved from www.idlo.int/publications/LEWP/LEWP_BordatKouzzi.pdf

Recommended Readings:
Bordat, S. W., Davis, S. S., & Kouzzi, S. (2011). Women as Agents of Grassroots Change Illustrating Micro-Empowerment in Morocco. *Journal of Middle East Women's Studies*, 7(1), 90-119.

Elattir, M., El Kirat El Allame, Y., and Tihm, Y. (2016). Women's Economic Empowerment in Morocco: The Case of Social Entrepreneurship. In Sadiqi, F. (Ed.). *Women's Movements in Post-"Arab Spring" North Africa*. New York: Palgrave Macmillan.

de Faria Slenes, R. (2014). Human Rights, Religion, and Violence: Strategies of Moroccan Activists Fighting Violence Against Women. *Procedia - Social and Behavioral Sciences*, 161, pp. 247 – 251. Accessed at: https://ac.els-cdn.com/S1877042814061515/1-s2.0-S1877042814061515-main.pdf?_tid=e7fdffc6-db3a-49d8-832c5026df49ddac&acdnat=1520277704_963a4c341eee8b8f9a574a64cc8d51f5

Evrard, A. Y. (2014). *The Moroccan Women's Rights Movement*. Syracuse, NY: Syracuse University Press.

Cairoli, L. M. (2011). *Girls of the Factory: A Year with the Garment Workers of Morocco*. Gainesville: University of Florida Press.

Zvan Elliott, K. (2015). *Modernizing Patriarchy: The Politics of Women's Rights in Morocco*. Austin: University of Texas Press (Chapters 4 and 5: "Twenty-First Century Marriage: Gender Equality or Complementarity?" and "Rural, Educated and, Single")

Boutkhil, S. (2016). Moroccan Women in Limbo: On Liminal Citizenship and the Quest for Equality. In Sadiqi, F. 9Ed.). *Women's Movements in Post-"Arab Spring" North Africa*. New York: Palgrave Macmillan

Pittman, A. and Naciri, R. (2014). Voicing Autonomy through Citizenship: The Regional Nationality Campaign and Morocco. In Nazneen, Sohela and Sultan, M. (Eds.). *Voicing Demands: Feminist Activism in Transitional Contexts*. London: Zed Books.

Module 5: African Migration in Morocco: Trends, Acculturation, and 'Integration'
This module gives an overview of African migration in Morocco, drivers, trends and final destinations. The process of socioeconomic integration will be assessed as well as public policy aimed at socio-cultural integration of sub-Saharan migrants.

Session 1: African Migration in Morocco: Economic Marginality and Cultural Accommodation
This session provides an analysis of the socioeconomic situation of African migrants in Morocco with an emphasis on the extent of precariousness and poverty among various categories. The process of acculturation will be discussed with reference to group interaction, language proficiency, schooling, community, and civil society action.

Required Readings:
Collyer, M., Cherti, M., Galos, E., & Grosso, M. (2012). Responses to Irregular Migration in Morocco: Promising Changes, Persisting Challenges. *Institute for Public Policy Research, London, July*. Available at:
https://www.ccme.org.ma/images/.../2013/.../Beyond_irregularity,pdf
Cherti, M., & Grant, P. (2013). The myth of transit: Sub-Saharan migration in Morocco. *Institute for Public Policy Research, London, June*. Available at:
https://www.ccme.org.ma/.../myth-of-transit-morocco-pdf
Naama, M. (2017). Sub-Saharan irregular migrants in Morocco & the exceptional regularisation programme in 2014. Available at:
www.theseus.fi/bitstream/10024/.../Naama_Mbarek_Helsinki.pdf

Session 2: Gender Migration in Morocco
Female migration is becoming a major pattern of current migration movement to Morocco. An assessment will be provided with regard to personal status, education, professional skills, and progressive socioeconomic integration. Perceptions of migrant women, social exclusion, and abuse will be also discussed.

Required Readings:
Caritas Internationalis. (2013). *Female Face of Migration*. Available at:
https://www.caritas.org/2012/03/pdf
Stock, I. (2012). Gender and the dynamics of mobility: reflections on African migrant mothers and 'transit migration' in Morocco. Ethnic and Racial Studies, 35(9), 1577-1595.
Salih, R. (2013). *Gender in transnationalism: Home, longing and belonging among Moroccan migrant women*. Routledge.

Session 3: Migration and Institutions: Field Visit
This session includes a visit to the Orient-Occident Foundation.

Required Reading:

Sater, J. (2002). The dynamics of state and civil society in Morocco. *The Journal of North African Studies*, 7(3), 101-118.

Module 6: Youth Rights and Activism in Morocco

This module aims to introduce students to the main current trends and debates regarding youth as a conceptual category, youth rights, and youth activism in Morocco – where young people are constantly torn between social, collective marginality, and the individual economic quest for autonomy. The module analyzes the structural factors that shape the lives of young people including 2011 constitutional reforms and the national integrated youth strategy. The focus is on the February 20 movement, activism, and the struggle for inclusion. The module also includes a round table discussion with Moroccan university students.

Session 1: Conceptualizing Youth in the Moroccan Context
This session will engage with youth less as a specific age group, or cohort,
and more as a social "shifter"—a term that allows us to situate youth in
a social context that goes beyond the negotiation of immediate relationships
to the ways relations are situated in fields of power, knowledge, rights, and
notions of agency. The concept of Moroccan youth and their role in current political transformations is seen relationally vis-à-vis the nature of power and agency and how rights can be negotiated.

Session 2: Youth and Political Activism: The 20 February Movement
This session focuses on youth and political activism. The 20 February as a transformative event has shown that youth is not a mere problem—easy recruits to violent Islamic radicalism. On the contrary, they have brought about promises of constitutional changes and have shown they could be a solution to the stagnant corruption of the state through demands for civil rights and pluralism.

Session 3: Youth and Individual Liberties
This session takes up the ways Moroccan youth engage with individual liberties. Whether Liberties constitute a "right" or a "luxury" is an important ideological debate in Morocco. The session also discusses the question of whether Moroccan society evolves towards more individual autonomy, or to submission to community and the State. It also address the issue of Penal code penalties and individual practices (alcohol, premarital sex, abortion).

Required Readings:
Saloua Zerhouni, S. and Akesbi, A. (2016). Youth Activism in Morocco: Exclusion, Agency and the Search for Inclusion. Power2Youth; Working Paper, 15. Accessed: http://www.iai.it/sites/default/files/p2y_15.pdf
Abdelhak K. (2017). CESEM-HEM: National Youth Policies: The Case of Morocco. Sahwa Project.
Abadi, H. (2014). Gendering the February 20th Movement: Moroccan Women Redefining: Boundaries, Identities and Resistances. Cyber Orient, 8:1. Accessed: http://www.cyberorient.net/article.do?articleId=8817

Recommended Readings:

Skalli, L. (2013). Youth, Media and the Politics of Change in North Africa: Negotiating Identities, Spaces, and Power. *Middle East Journal of Culture and Communication*, 6:1-10.

El Idrissi, S. (2012). February 20th Movement: Reflections of a Young Activist. Open Democracy, March 30. http://www.opendemocracy.net/5050/sarra-el-idrissi/february-20-movement-reflections-of-young-activist,

Desrues, T. (2012). Moroccan youth and the forming of a new generation: social change, collective action and political activism. *Mediterranean Politics*, *17*(1), 23-40.

Bossenbroek, L., van der Ploeg, J. D., & Zwarteveen, M. (2015). Broken dreams? Youth experiences of agrarian change in Morocco's Saïss region. *Cahiers Agricultures*, *24*(6), 342-348.

Evaluation and Grading Criteria

Assessment of assignments is based on quality, academic scholarship, and adherence to the highest ethical standards.

Description of Assignments:

Midterm Paper (30%):

The Midterm Paper should be approximately 7 pages long. You are called upon to reflect on the field notes that you took at different moments of your stay. You may include assigned readings, notes from lectures, (participant) observations, quotes taken from short interviews with Moroccan persons you met during your field assignments. In doing so, allow yourself to reflect critically on how your perceptions and insights into the topics of multiculturalism, human rights, and migration in the Moroccan context changed and/or developed throughout your stay. The theme of the paper should be inspired by the lectures and the readings assigned and should have an introduction, clear statement of the argument, conceptual framework, and current circumstances of the issue. Justify the selection of your topic if it seems unrelated to the wordings of the modules or session titles or the readings.

Final Paper (60%):

The Final Paper should be approximately 12 – 15 pages long and should reflect primarily on a prominent problem dealt with in the semester. The problem may be the limitations of human rights implementation in a hybrid regime, sub-Saharan migration in Morocco, Mediterranean migrations: trends and theories, the problematics of borders, the challenges of women's empowerment in a conservative and authoritarian system, impact of neoliberal policies on the equitable distribution of resources or the challenges of addressing poverty and employment in peripheral regions. Students are also encouraged to choose a topic and area of research that they would later develop in their independent study project. Besides a clear statement of the argument, the paper should also review some of the relevant literature (4 to 5 articles).

Attendance and Class Participation (10%):

Participation in class refers to attendance, punctuality, attentive listening, and active engagement in all lectures, discussions, educational excursions, assignments, and other activities. It also means polite and respectful behavior. An absent student is responsible for

contacting the instructor, the tutor, and/or fellow students to be prepared for the assignments s/he missed, and the ones scheduled for the next class.

Assessment:

Midterm Paper	30%
Final paper	60%
Attendance and Class Participation	10%

Grading Scale:

94-100%	A
90-93%	A-
87-89%	B+
84-86%	B
80-83%	B-
77-79%	C+
74-76%	C
70-73%	C-
67-69%	D+
64-66%	D
below 64%	F

Grading Criteria:

An "A" grade for an assignment entails superior (not just "very good") performance in terms of structure and organization of assignments, analysis, logical argumentation and consistency, and the provision of factual, numerical, and/or historical evidence. In terms of class participation, an "A" grade refers to full attendance, punctuality, attentive listening, and active engagement in all academic seminar lectures, discussions, field trips, and other activities. It also means polite and respectful behavior. The level, frequency, and quality of student participation will be monitored and taken into account.

Student Expectations
- Show up prepared. Be on time, have your readings completed and points in mind for discussion or clarification. Complying with these elements raises the level of class discussion for everyone.
- Have assignments completed on schedule. This will help ensure that your assignments are returned in a timely manner.
- Ask questions in class. Engage the lecturer. These are often very busy professionals who are doing us an honor by coming to speak.
- Comply with academic integrity policies (no plagiarism or cheating, nothing unethical).
- Respect differences of opinion (classmates', lecturers, local constituents engaged with on the visits). You are not expected to agree with everything you hear, but you are expected to listen across difference and consider other perspectives with respect.

Academic Policies: SIT prides itself on providing students with an experientially based program; we hold ourselves, and our students, to the highest of academic standards. Students are asked to refer to the **SIT Study Abroad Handbook** for policies on academic integrity, ethics, academic warning and probation, diversity and disability, sexual harassment and the

academic appeals process.

Disability Services: Students with disabilities are encouraged to contact Disability Services at disabilityservices@sit.edu for information and support in facilitating an accessible educational experience. Additional information regarding SIT Disability Services, including a link to the online request form, can be found on the Disability Services website at http://studyabroad.sit.edu/disabilityservices.