

COURSE SYLLABUS



Twentieth Century Social Theory:

From Enlightenment Philosophy to Post-Enlightenment Social Theory

Course code: SOC 400/500

Semester and year: Spring 2022

Day and time: Wednesdays 14:45-17:30

Instructor: Bill McGuire

Instructor contact: bill.mcguire@aauni.edu

Consultation hours: Wednesdays 17:30-18:30 (after class, in classroom or online classroom) (& by appointment: I will make myself available to meet for online consultation with students throughout the semester)

| | | | |
|------------------------|----------|----------------------|--------------------------------------|
| Credits US/ECTS | 3/6 | Level | Advanced |
| Length | 15 weeks | Pre-requisite | SOC 200 |
| Contact hours | 42 hours | Course type | Bachelor Required Master Elective |

1. Course Description

In this course we will be chronologically exploring some of the key thinkers in continental European social philosophy & social theory and placing them in their socio-historical context. In the first half of the term we will trace the origins & backgrounds of European social philosophy in the thought of such philosophers as Kant, Hegel, Marx, Nietzsche, Freud and Heidegger. We will move on to an assessment of how the cataclysms of the First & Second World Wars affected European social thinkers (Walter Benjamin, Theodor Adorno, Max Horkheimer, Herbert Marcuse, Hannah Arendt), considering the shift in European social thought from a German to a French axis in the postwar period, and the attempts to deconstruct, revise, and even supersede Enlightenment accounts of rationality, autonomy, and society. In this second half we will be considering the works of the following thinkers: Jacques Lacan, Luis Althusser, Michel Foucault, Gilles Deleuze, Félix Guattari, Jacques Derrida, Maurice Blanchot, Jean-Luc Nancy, Jean Baudrillard, Jurgen Habermas, Niklas Luhmann, Zygmunt Bauman and Judith Butler. (Along the way, other supplemental theorists will be discussed, such as Max Weber, Karl Popper, Isaiah Berlin, Charles Taylor, Peter Sloterdijk, Slavoj Zizek, just to name a few.)

2. Student Learning Outcomes

Upon completion of this course, students should be able to:

- understand the Enlightenment basis of European social philosophy from Kant through Hegel, coming to an understanding of how later thinkers amplified, revised, critiqued, and diverged from their thought
- understand the key contemporary thinkers of European social philosophy in the late 20th and early 21st centuries
- understand how European social philosophers reflected the socio-historical epochs that gave rise to their thought, from the French Revolution 1789 through the Velvet Revolution (1989), and from 9/11 to the present
- critically think through a variety of complex theories, and relate those theories to social issues

3. Reading Material

Elliot, Anthony. *Contemporary Social Theory: An Introduction*. Routledge, 2014. (This will be used as a handbook to supplement the primary course readings in the course reader (below). A copy of this book is on reserve at the AAU library.)

A course reader of primary readings prepared by the instructor consisting of the following essays and extracts (listed here in the order (more or less) as encountered in the course):

- Rousseau, Jean Jacques. *The Social Contract*. (1762)
- Kant, Immanuel. "An Answer to the Question: What is Enlightenment?". 1784.
- ---. *Groundwork to the Metaphysics of Morals*. 1785.
- Hegel, G.F.W. *Phenomenology of Spirit*. 1807.
- ---. *The Science of Logic*. 1812.
- ---. *The Philosophy of Right*. 1821.
- Marx, Karl. *Grundrisse*. 1858.
- ---. *The German Ideology*. 1845.
- ---. *The Communist Manifesto* (with Engels). 1948.
- ---. *Capital*. 1867.
- Nietzsche, Friedrich. *The Gay Science*. 1883.
- ---. *Beyond Good and Evil*. 1886.
- ---. *The Genealogy of Morals*. 1887.
- Weber, Max. *The Protestant Ethic and the Spirit of Capitalism*. 1905.
- Saussure, Ferdinand de. *Course in General Linguistics*. 1916.
- Freud, Sigmund. *Civilization and its Discontents*. 1930.
- Jakobson, Roman. "Two Aspects of Language." 1956.
- Heidegger, Martin. *Being and Time*. 1927.
- Adorno, Theodor & Max Horkheimer. *Dialectic of Enlightenment*. 1944.
- Adorno. "Freudian Theory and Fascist Propaganda." 1951.
- ---. *The Culture Industry*. 1981.
- Sartre, Jean Paul. *Existentialism and Human Emotions*. 1957.
- Barthes, Roland. *Mythologies*. 1957.
- Arendt, Hannah. *The Portable Hannah Arendt*. 2000.
- Marcuse, Herbert. *One Dimensional Man*. 1964.
- Havel, Vaclav. "Letter to Dr. Husak." 1975.
- ---. "The Power of the Powerless." 1978.
- Patocka, Jan. "Is Technological Civilisation Decadent, Why?" 1981.
- Lacan, Jacques. "The Mirror Stage as Formative of the 'I' Function." 1949.
- ---. *On the Names-of-the-Father*. 1963.
- Derrida, Jacques. *Of Grammatology*. 1967.
- Derrida and Caputo. *Deconstruction in a Nutshell*. 1994.
- Althusser, Louis. "Ideology and Ideological State Apparatuses." 1968.
- Foucault, Michel. *The Foucault Reader*. New York: Pantheon, 1984.
- ---. *Discipline and Punish*. 1975.
- ---. "The Subject and Power." 1982.
- Lyotard, Francois. *The Postmodern Condition*. 1979.
- Bourdieu, Pierre. *Distinction*. 1979.
- Habermas, Jurgen. *The Philosophical Discourse of Modernity*. 1987.
- ---. *Jurgen Habermas on Society and Politics*. 1989.
- Luhmann, Niklas. *Introduction to Systems Theory*. 1992.
- Luhmann and Hudson. "Social Theory Without Reason: Luhmann and the Challenge of Systems Theory: An Interview with Niklas Luhmann." 1993.
- Deleuze, Gilles & Guattari, Felix. *Anti-Oedipus*. 1972.
- ---. *A Thousand Plateaus*. 1980.

- Baudrillard, Jean. *Symbolic Exchange and Death*. 1979.
- ---. *Simulacra and Simulation*. 1981.
- Jameson, Frederic, "The Cultural Logic of Late Capitalism." 1984.
- Žizek, Slavoj. *The Sublime Object of Ideology*. 1989.
- Blanchot, Maurice. *The Unavowable Community*. 1983.
- Nancy, Jean-Luc. *The Inoperative Community*. 1986.
- Irigaray, Luce. "The Power of Discourse and the Subordination of the Feminine" 1975.
- Butler, Judith. *Gender Trouble*. 1990.
- Bauman, Zygmunt. *Liquid Modernity*. 1999.
- ---. "Migration and Identities in the Globalized World." 2013.
- Beck, Ulrich. *Conversations with Ulrich Beck*. 2002.

Helpful Supplemental Resources and Further Reading:

- Tony Blackshaw. *Zygmunt Bauman (Key Sociologists)*. Routledge, 2005.
- Bottomore, Tom. *The Frankfurt School and its Critics (Key Sociologists Series)*. Routledge, 2003.
- Boundas, Constantine (Ed.). *The Deleuze Reader*. Columbia, 1993.
- Colebrook, Claire. *Gilles Deleuze (Routledge Critical Thinkers)*. Routledge, 2002.
- Craib, Ian. *Anthony Giddens*. Routledge, 1992.
- *The Edinburgh Dictionary of Continental Philosophy* (Ed. Protevi). 2005.
- Ferretter, Luke. *Louis Althusser (Routledge Critical Thinkers)*. Routledge, 2006.
- Finlayson, James Gordon. *Jurgen Habermas- A Very Short Introduction*. Oxford, 2005.
- Fisher, Mark. *Capitalist Realism*. Zero Books, 2009. (This is a very short text that touches on many of themes and concepts we are studying in the course.)
- Grenfell, Michael, Ed. *Pierre Bourdieu- Key Concepts*. Routledge, 2008 (2nd ed.).
- Heidegger, Martin. *Philosophical and Political Writings*. Ed. by Manfred Stassen. Continuum, 2003
- Holland, Eugene. *Deleuze and Guattari's Anti-Oedipus- A Schizoanalysis*. Routledge, 1999.
- James, Ian. *The Fragmentary Demand: An Introduction to the Philosophy of Jean-Luc Nancy*. Stanford, 2006.
- Jenkins, Richard. *Pierre Bourdieu (Key Sociologists)*. Routledge, 1992.
- Lacan, Jacques. "The Function and Field of Speech and Language in Psychoanalysis." 1953.
- Lane, Richard. *Jean Baudrillard (Routledge Critical Thinkers)*. Routledge, 2000.
- Luhmann, Niklas. *Introduction to Systems Theory*. Polity Press, 2012.
- Melchert and Morrow. *The Great Conversation*. 1991 (8th ed., Oxford, 2019).
- Mills, Sara. *Michel Foucault (Routledge Critical Thinkers)*. Routledge, 2003.
- Myers, Tony. *Slavoj Žizek (Routledge Critical Thinkers)*. Routledge, 2003.
- Parkin Frank. *Max Weber (Key Sociologists Series)*. Routledge, 2002 (Revised Edition).
- Royle, Nicholas. *Jacques Derrida (Routledge Critical Thinkers)*. Routledge, 2003.
- Salih, Sara. *Judith Butler (Routledge Critical Thinkers)*. Routledge, 2002.
- Homer, Sean. *Jacques Lacan (Routledge Critical Thinkers)*. Routledge, 2005.
- *The Stanford Encyclopedia of Philosophy* (online resource)
- Swift, Simon. *Hannah Arendt (Routledge Critical Thinkers)*. Routledge, 2008.
- Thompson, Ken. *Emile Durkheim (Key Sociologists Series)*. Routledge, 2002 (Revised Edition).
- Worsely, Peter. *Marx and Marxism (Key Sociologists Series)*. Routledge, 2003 (Revised Edition).

4. Teaching methodology

The format of this seminar is primarily lecture/discussion. An informal (though civil) class atmosphere will be encouraged, with plenty of opportunity for student contribution to discussion. An environment conducive to the practice of thoughtful and critical examination of the concepts we will be encountering will be the ideal. While our focus is specifically on continental European social thought, there will be some comparative analysis with Anglo-American social thought as well as sociology.

5. Course Schedule

The readings must be read by the class meeting on which they are listed. All readings, besides the Anthony Elliott textbook (or unless otherwise specified), can be found in the pdf course reader, which has a Table of Contents arranged (more or less) in the order we encounter the text during the course (so, not chronologically or alphabetically). The "Elliott" readings refer to Anthony Elliott's *Contemporary Social Theory: An Introduction*, 2014. The "**Master's**" readings refer to **additional** readings required for the **Master's students** (Master's students are also **required** to read the texts required of the Bachelor's students, **EXCEPT** for the readings from the Elliott textbook, which they are **NOT REQUIRED** to read.). "Optional" readings for both groups refer to readings that are not required but may be of interest to students who wish to read further and have more context for class discussions.

| Date | Class Agenda |
|------|---|
| 9.2 | <p>Session 1: Topic: Introduction to the Course Description: Introduction: Social Theory from the Enlightenment to the Post-Enlightenment; our precarious 21st century; syllabus, grading and course expectations Reading: Elliott, 1-16; Alan Jacobs' "Wokeness and Myth on Campus" (2017) (text posted on the weekly module of our NEO course site) Master's: n/a Assignments/deadlines: n/a</p> |
| 16.2 | <p>Session 2: Topic: Enlightenment Social Theory in the 17th and 18th Centuries: Hobbes, Locke, Rousseau, Kant Description: The ontological presuppositions of social contract theory (Hobbes, Locke); Rousseau's critique of society; Kant's "transcendental" and "critical" philosophy and its implications for ethics and ontology Reading:; Kant's "An Answer to the Question: What is Enlightenment?"; Master's: Selection from Rousseau's "The Social Contract" ("Society and the Individual"); Selection from Kant's "Groundwork for a Metaphysics of Morals" Assignments/deadlines: n/a</p> |
| 23.2 | <p>Session 3: Topic: German Idealism and Dialectical Materialism Description: Hegel's appropriation of Kant's transcendentalism; Hegel's dialectical method and theory of society; Marx's appropriation of Hegelian method Reading: Elliott, 17-23; Selection from Hegel's <i>Philosophy of Right</i> ("The Unified State—From Individual Desire to Rational Self-determination"); Selection from Marx and Engel's "Bourgeois and Proletarians" (from <i>The Communist Manifesto</i>); Master's: Hegel's "Absolute Freedom and Terror" (from <i>Phenomenology of Spirit</i>); Selection from Hegel's <i>Science of Logic</i> ("Dialectics"); Selections from Marx's <i>Grundrisse</i> and <i>The German Ideology</i> Assignments/deadlines: n/a</p> |
| 2.3 | <p>Session 4: Topic: Challenging the Enlightenment: Nietzsche and Freud; Weber, Durkheim and Modern Sociology</p> |

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| | <p>Description: Nietzsche's "archeology" and "genealogy" of morality; Nietzsche's response to the problem of nihilism; Freud and the discovery of the unconscious; Weber and Durkheim's foundational contributions to sociology</p> <p>Reading: Elliot, 24-37; Selection from Nietzsche's <i>The Gay Science</i> ("The Madman"); selection from Nietzsche's <i>Beyond Good and Evil</i> ("Against Conventional Morality"); selection from Freud's <i>Civilisation and its Discontents</i>;</p> <p>Master's: Selection from Weber's <i>The Protestant Ethic and the Spirit of Capitalism</i></p> <p>Assignments/deadlines: n/a</p> |
| 9.3 | <p>Session 5:</p> <p>Topic: Heidegger and Existential Phenomenology</p> <p>Description: Why Heidegger?; Existential phenomenological analysis and its application to social theory; Heidegger's legacy; Sartre and Arendt</p> <p>Reading: "Martin Heidegger" (from Melchert and Morrow's <i>The Great Conversation</i>); (Optional: Selection from Sartre's <i>Existentialism and Human Emotions</i> ("Existentialism"))</p> <p>Master's: Selection from Heidegger's <i>Being and Time</i> ("Being-in-the-World as Being-with and Being a Self: The "They")</p> <p>Assignments/deadlines: n/a</p> |
| 16.3 | <p>Session 6:</p> <p>Topic: Frankfurt School Critical Theory</p> <p>Description: Frankfurt School critical theory: Benjamin, Adorno, Horkheimer, Fromm; The Frankfurt School's appropriation of Marxist, Psychoanalytical and Existential Phenomenological method; Marcuse on "one dimensionality" and "total administration"</p> <p>Reading: Elliott, 40-71; Selection from Marcuse's "One Dimensional Man"; Adorno's "Freudian Theory and the Pattern of Fascist Propaganda"</p> <p>Master's: Adorno's "Culture Industry Revisited"; Selection from Adorno and Horkheimer's <i>Dialectic of Enlightenment</i></p> <p>Assignments/deadlines: n/a</p> |
| 16.3 | <p>Midterm Exam Questions Issued (Covering Weeks 1-7)</p> |
| 23.3 | <p>Session 7:</p> <p>Topic: Discussion of <i>I Am Not Your Negro</i> (documentary film, 2016, directed by Raoul Peck) (Students must watch this film prior to our class discussion)</p> <p>Description: James Baldwin on race and social justice; Applied existential phenomenology and critical theory</p> <p>Review for Midterm Exam</p> |
| 25.3 | <p>Midterm Exam Answers Due (at 18:00)</p> |
| 28.3 - 1.4 | <p>Midterm Break (no class)</p> |
| 6.4 | <p>Session 8:</p> |

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| | <p>Topic: The Structuralist Turn and the Discursive Unconscious: The Structural, Existential, Phenomenological and Post-Structural Psychoanalysis of Jacques Lacan</p> <p>Description: Structuralism: Saussure, Levi-Strauss, Barthes; Lacan's eclectic methodology; The 3 registers of the Lacanian psyche ("imaginary," "symbolic," and "real"); Lacan's "four discourses"; The Lacanian seminars and their influence on the French intellectual world</p> <p>Reading: Elliott, 75-92, 112-132; Lacan's "The Mirror Stage as Formative of the 'I' Function"; (Optional: Selection from Saussure's <i>Course in General Linguistics</i>; Selection from Barthes's <i>Mythologies</i>; Lacan's "The Symbolic, the Imaginary, and the Real")</p> <p>Master's: Lacan's "The Function and Field of Language and Speech in Psychoanalysis" (Optional: Selection from Claude Levi-Strauss (<i>TBD</i>))</p> <p>Assignments/deadlines: n/a</p> |
| 13.4 | <p>Session 9:</p> <p>Topic: Interpellation, Panopticism, Power and the Subject</p> <p>Description: Althusser's synthesis of Marx and Lacan; "ideological and repressive state apparatuses"; "Interpellation" and "subjectivation"; Foucault on the modern subject; the Enlightenment and disciplinary power; "panopticism"</p> <p>Reading: Elliott, 92-109; "The Eye of Power" (Interview with Foucault); (Optional: Foucault's "The Subject and Power")</p> <p>Master's: Althusser's "Ideology and Ideological State Apparatuses"; Selection from Foucault's <i>Discipline and Punish</i> ("Panopticism") (Optional: Foucault's "Discourse on Language")</p> <p>Assignments/deadlines: n/a</p> |
| 20.4 | <p>Session 10:</p> <p>Topic: Poststructuralism I: Deconstruction and Community</p> <p>Description: Derrida on "difference," the "metaphysics of presence" "grammatology" and "community"; Blanchot and Nancy on community and difference</p> <p>Reading:; Elliott, 132-138; "Deconstruction in a Nutshell" (A roundtable interview with Derrida)</p> <p>Master's: Nancy's <i>The Inoperable Community</i> (Optional: Blanchot's <i>The Unavowable Community</i>)</p> <p>Assignments/deadlines: n/a</p> |
| 27.4 | <p>Session 11:</p> <p>Topic: Structuration, Habitus, System, Democracy</p> <p>Description: Giddens on "structuration"; Bourdieu and "habitus"; Habermas's defense of the Enlightenment and democracy; Luhmann's "systems theory"</p> <p>Reading: Elliott, 144-174, 177-205 (Optional: Habermas's "The Public Sphere"; Hudson's "Social Theory Without Reason: Luhmann and the Challenge of Systems Theory: An Interview with Niklas Luhmann")</p> <p>Master's: Habermas's "An Alternative to the Philosophy of the Subject" (Optional: Selection from Luhmann's <i>Introduction to Systems Theory</i> (Chapter 5: "Psychic and Social Systems"); Selection from Bourdieu's <i>Distinction</i>)</p> <p>Assignments/deadlines: n/a</p> |

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| 4.5 | <p>Session 12: Topic: Feminism and Patriarchy Description: Beauvoir’s existential phenomenology of the feminine; Kristeva’s feminist semiotics; Irigaray’s psychoanalysis of “phallocentrism”; Butler’s “gender performativity” Reading: Elliott, 207-248; Irigaray’s “The Power of Discourse and the Subordination of the Feminine” Master’s: Selection from Butler’s <i>Gender Trouble</i> (“Performative Acts and Gender Constitution”) Assignments/deadlines: n/a</p> |
| 11.5 | <p>Session 13: Topic: Poststructuralism II: Difference, Desire, Simulacra, Postmodernism Description: Deleuze and Guattari’s “schizoanalysis”; Lyotard on “the postmodern condition”; Baudrillard, “simulacra,” and “the desert of the real”; Responses to postmodernism by Jameson and Zizek Reading: Elliott, 252-274; Selection from Lyotard’s <i>The Postmodern Condition</i>; Selections from Deleuze and Guattari’s <i>Anti-Oedipus</i>; (Optional: Selection from Baudrillard’s <i>Simulacra and Simulations</i>; Jameson’s “The Cultural Logic of Late Capitalism” Master’s: Selection from Zizek’s <i>The Sublime Object of Ideology</i> (Optional: Selection from Baudrillard’s “Symbolic Exchange and Death”; Selection from Deleuze and Guattari’s <i>A Thousand Plateaus</i>) Assignments/deadlines: n/a</p> |
| 11.5 | <p>Final Exam Questions Issued (Covering Weeks 8-14)</p> |
| 18.5 | <p>Session 14: Topic: Networks, Risks, Liquids.... Discussion of <i>The Social Dilemma</i> (film, 2020, directed by Jeff Orlowski) (Students must watch this film prior to our class discussion) Description: On becoming the products of our technologies and economies; Baumann on “liquid modernity” and Beck on “the risk society”; Castells on “network societies” and “flows”; Review for Final Exam Reading: Elliott, 274-329; (Optional: Selection from Bauman’s <i>Liquid Modernity</i> (Forward: “On Being Light and Liquid”); Bauman’s “Migration and Identities in the Globalized World”; Beck’s “Global Risk Society” (interview)) Master’s: Selection from Bauman’s <i>Liquid Modernity</i> (Chapter 1: “Emancipation”) Assignments/deadlines: n/a</p> |
| 20.5 | <p>Final Exam Due (at 18:00)</p> |

6. Course Requirements and Assessment (with estimated workloads)

| Assignment | Workload (average) | Weight in Final Grade | Evaluated Course Specific Learning Outcomes | Evaluated Institutional Learning Outcomes* |
|---|--------------------|-----------------------|---|--|
| Class Participation and Attendance | 42 | 10% | Practice in comprehension, critical thinking and effective communication | 1, 2, 3 |
| Mid-Term Take-Home Exam | 3 | 40% | Practice in comprehension, critical thinking and effective communication | 1, 2, 3 |
| Final Take-Home Exam | 3 | 40% | Practice in comprehension, critical thinking and effective communication | 1, 2, 3 |
| Reading Preparation & Quiz Performance (and optional class presentations) | 102 | 10% | Practice in time management, academic discipline, comprehension, effective communication (and optional public speaking) | 1, 2, 3 |
| TOTAL | 150 | 100% | | |

*1 = Critical Thinking; 2 = Effective Communication; 3 = Effective and Responsible Action

7. Detailed description of the assignments

Assessment for this course will be as follows: It will take the form of a take-home mid-term (40%) and a take-home final exam (40%). The reading/quiz component (10%) will take the form of occasional pop quizzes over the assigned readings and optional short student presentations (which are intended as a way to accumulate bonus points which can raise the grade of this component; can be discussed further with instructor after the mid-term). The class participation component (10%) will consist of the student's active contribution to class discussion, whether during class time or in the form of posting in the online discussion forum on our course site (class attendance may also be a factor in this grade component).

1. Class Participation and Attendance

Assessment breakdown

| Assessed area | Percentage |
|---|------------|
| Clear & Succinct Discussion and Presentation of Materials | 25% |
| Comprehension of Materials | 25% |
| Ability to Relate Materials to Class as a Whole | 25% |
| Ability to Answer Questions | 25% |

2. Mid-Term Take-Home Exam

Assessment breakdown

| Assessed area | Percentage |
|---|------------|
| Ability to Answer Key Questions | 25% |
| Evidence that Primary & Secondary Reading has Been Accomplished | 25% |
| Evidence that Lectures have Been Attended and Understood | 25% |
| Independent & Critical Thought | 25% |

3. Final Take-Home Exam

Assessment breakdown

| Assessed area | Percentage |
|---|------------|
| Ability to Answer Key Questions | 25% |
| Evidence that Primary & Secondary Reading has Been Accomplished | 25% |
| Evidence that Lectures have Been Attended and Understood | 25% |
| Independent & Critical Thought | 25% |

4. Reading Preparation, Quiz Performance (Optional Presentations)

Assessment breakdown

| Assessed area | Percentage |
|---|------------|
| Clear & Succinct Presentation of Materials | 25% |
| Comprehension of Materials | 25% |
| Ability to Relate Materials to Class as a Whole | 25% |
| Ability to Answer Questions | 25% |

8. General Requirements and School Policies

General requirements

All coursework is governed by AAU's academic rules. Students are expected to be familiar with the academic rules in the Academic Codex and Student Handbook and to maintain the highest standards of honesty and academic integrity in their work.

Electronic communication and submission

The university and instructors shall only use students' university email address for communication, with additional communication via NEO LMS or Microsoft Teams. Students sending e-mail to an instructor shall clearly state the course code and the topic in the subject heading, for example, "COM101-1 Mid-term Exam. Question". All electronic submissions are through NEO LMS. No substantial pieces of writing (especially take-home exams and essays) can be submitted outside of NEO LMS.

Attendance

Attendance, i.e., presence in class in real-time, is required. Students who are absent 35 percent of classes or more cannot complete the course. Those with a majority of unexcused absences will be failed; those with a majority of excused absences will be administratively withdrawn from the course. Students may also be marked absent if they miss a significant part of a class (for example by arriving late or leaving early).

Absence excuse and make-up options

Should a student be absent from classes for relevant reasons (illness, serious family matters), and the student wishes to request that the absence be excused, the student should submit an Absence Excuse Request Form supplemented with documents providing reasons for the absence to the Dean of Students within one week of the absence. If possible, it is recommended the instructor be informed of the absence in advance. Should a student be absent during the add/drop period due to a change in registration this will be an excused absence if s/he submits an Absence Excuse Request Form along with the finalized add/drop form.

Students whose absence has been excused by the Dean of Students are entitled to make up assignments and exams provided their nature allows. Assignments missed due to unexcused absences which cannot be made up, may result in a decreased or failing grade as specified in the syllabus.

Students are responsible for contacting their instructor within one week of the date the absence was excused to arrange for make-up options.

Late work: No late submissions will be accepted – please follow the deadlines.

Electronic devices

Electronic devices (e.g. phones, tablets, laptops) may be used only for class-related activities (taking notes, looking up related information, etc.). Any other use will result in the student being marked absent and/or being expelled from the class. No electronic devices may be used during tests or exams unless required by the exam format and the instructor.

Eating is not allowed during classes.

Cheating and disruptive behavior

If a student engages in disruptive conduct unsuitable for a classroom environment, the instructor may require the student to withdraw from the room for the duration of the class and shall report the behavior to the student's Dean.

Students engaging in behavior which is suggestive of cheating will, at a minimum, be warned. In the case of continued misconduct, the student will fail the exam or assignment and be expelled from the exam or class.

Plagiarism and Academic Tutoring Center

Plagiarism is "the unauthorized use or close imitation of the language and thoughts of another author and the representation of them as one's own original work." (Random House Unabridged Dictionary, 2nd Edition, Random House, New York, 1993)

Turnitin's White Paper 'The Plagiarism Spectrum' (available at <http://go.turnitin.com/paper/plagiarism-spectrum>) identifies 10 types of plagiarism ordered from most to least severe:

1. CLONE: An act of submitting another's work, word-for-word, as one's own.
2. CTRL-C: A written piece that contains significant portions of text from a single source without alterations.
3. FIND-REPLACE: The act of changing key words and phrases but retaining the essential content of the source in a paper.
4. REMIX: An act of paraphrasing from other sources and making the content fit together seamlessly.
5. RECYCLE: The act of borrowing generously from one's own previous work without citation; To self-plagiarize.
6. HYBRID: The act of combining perfectly cited sources with copied passages—without citation—in one paper.
7. MASHUP: A paper that represents a mix of copied material from several different sources without proper citation.
8. 404 ERROR: A written piece that includes citations to non-existent or inaccurate information about sources
9. AGGREGATOR: The "Aggregator" includes proper citation, but the paper contains almost no original work.
10. RE-TWEET: This paper includes proper citation, but relies too closely on the text's original wording and/or structure.

At minimum, plagiarism from types 1 through 8 will result in a failing grade for the assignment and shall be reported to the student's Dean. The Dean may initiate a disciplinary procedure pursuant to the Academic Codex. Allegations of bought papers and intentional or consistent plagiarism always entail disciplinary hearing and may result in expulsion from AAU.

If unsure about technical aspects of writing, and to improve their academic writing, students are encouraged to consult with the tutors of the AAU Academic Tutoring Center. For more information and/or to book a tutor, please contact the ATC at: <http://atc.simplybook.me/sheduler/manage/event/1/>.

Course accessibility and inclusion

Students with disabilities should contact the Dean of Students to discuss reasonable accommodations. Academic accommodations are not retroactive. Students who will be absent from course activities due to religious holidays may seek reasonable accommodations by contacting the Dean of Students in writing within the first two weeks of the term. All requests must include specific dates for which the student requests accommodations.

9. Grading Scale

| Letter Grade | Percentage* | Description |
|--------------|-------------|---|
| A | 95-100 | Excellent performance. The student has shown originality and displayed an exceptional grasp of the material and a deep analytical understanding of the subject. |
| A- | 90-94 | |
| B+ | 87-89 | Good performance. The student has mastered the material, understands the subject well and has shown some originality of thought and/or considerable effort. |
| B | 83-86 | |
| B- | 80-82 | |
| C+ | 77-79 | Fair performance. The student has acquired an acceptable understanding of the material and essential subject matter of the course, but has not succeeded in translating this understanding into consistently creative or original work. |
| C | 73-76 | |
| C- | 70-72 | |
| D+ | 65-69 | Poor. The student has shown some understanding of the material and subject matter covered during the course. The student's work, however, has not shown enough effort or understanding to allow for a passing grade in School Required Courses. It does qualify as a passing mark for the General College Courses and Electives. |
| D | 60-64 | |
| F | 0-59 | Fail. The student has not succeeded in mastering the subject matter covered in the course. |

* Decimals should be rounded to the nearest whole number.

Prepared by: Bill McGuire

Date: 1.12.2021

Approved by:

Date: