Cross-cultural and indigenous psychology

**Course code:** PSY221

**Term and year:** Spring 2025

**Day and time:** Thursday 15:30 – 18:15 3.27

**Instructor:** Václav Linkov

**Instructor contact:** vaclav.linkov@aauni.edu

**Consultation hours:** Thursday 18:15-19:15 (in the coffee shop)

|  |  |  |  |
| --- | --- | --- | --- |
| **Credits US/ECTS** | 3/6 | **Level** |  |
| **Length** | 15 weeks | **Pre-requisite** |  |
| **Contact hours** | 42 hours | **Grading** |  |

# Course Description

This course explores the diverse psychological theories and perspectives that arise from cultural and indigenous contexts around the world. It emphasizes the interplay between culture and psychology, focusing on how cultural norms, values, and traditions shape human behavior, cognition, and emotion. Students will critically examine the universality and cultural specificity of psychological concepts, while gaining an understanding of indigenous psychological knowledge systems, often rooted in holistic approaches.

# Student Learning Outcomes

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

* Understand main themes studied on the intersection between psychology and cultural studies
* Know terminology used by the most developed indigenous psychologies
* Understand difficulties connected with studying small cultural groups

# Reading Material

## Required Materials

* Textbooks:

Midterm:

Berry, J.W., Poortinga, Y.H., Segall, M.H., & Dasen, P.R. (2012). *Cross-cultural psychology. Research and applications* (3rd edition). Cambridge University Press. (chapters 6 cognition pp. 132-155, 7 emotion pp. 157-177, 13 acculturation pp. 307-335)

Lewis, R. D. (2006). *When Cultures Collide: Leading Across Cultures (*3rd editon). Boston, Nicholas Brealey International, pp. 27-52. Alternatively you can read about it at: <https://www.crossculture.com/the-lewis-model-dimensions-of-behaviour/>

Final exam:

Berry, J.W., Poortinga, Y.H., Segall, M.H., & Dasen, P.R. (2012). *Cross-cultural psychology. Research and applications* (3rd edition). Cambridge University Press. (8 language 179-200)

Behrens, K. Y. (2004). A multifaceted view of the concept of amae: Reconsidering the indigenous Japanese concept of relatedness. *Human Development,* 47, 1-27.

Choi, S.-Ch., Han, G., & Kim, Ch.-W. (2007). Analysis of cultural emotion. Understanding of indigenous psychology for universal implications. In J. Valsiner & A. Rosa, *The Cambridge Handbook of Sociocultural Psychology* (s. 318-342). Cambridge: Cambridge University Press.

Choi, S.-Ch., & Han, G. (2008). Shimcheong psychology: A case of an emotional state for

cultural psychology. *International Journal for Dialogical Science*, 3, 205-224.

Chen, X.-P., & Chen, Ch. C. (2004). On the intricacies of the Chinese guanxi: A process of guanxi development. *Asia Pacific Journal of Management*, *21*, 305–324.

Hwang, K.-K. (1987). Face and favor: The Chinese power game. *The American Journal of Sociology*, 92, 944-974.

Reyes, J. (2015) *Loób* and *Kapwa*: An Introduction to a Filipino Virtue Ethics. *Asian Philosophy*, 25(2), 148-171.

Lewin, K. (1930). The Conflict Between Aristotelian and Galileian Modes of Thought in Contemporary Psychology. *Journal of General Psychology*, 5, 141–177.

* List of required articles:

Midterm:

Williams, K.D. (2007). Ostracism: The Kiss of Social Death. Social and Personality Psychology Compass, 1(1), 236-247. (<https://en.wikipedia.org/wiki/Social_rejection> (read only part about Ball toss / cyberball experiments, which is missing in the article)

)

Minimal Group Paradigm <https://mrsteen2016.weebly.com/uploads/2/3/6/1/23616912/tajfel__1970_.pdf>

Kleppestø, T.H. et al. (2020). Social Dominance Orientation. In Encyclopedia of Evolutionary Psychological Science. Researchgate: https://www.researchgate.net/publication/338409260\_Social\_Dominance\_Orientation\_SDO

Etchezahar, E., & Brussino, S. (2013). Psychological perspectives in the study of authoritarianism. *Journal of Alternative Perspectives in the Social Sciences*, 5, 495-521.

Schwartz, S. H. (2012). An Overview of the Schwartz Theory of Basic Values. *Online Readings in Psychology and Culture, 2*(1). <https://doi.org/10.9707/2307-0919.1116>

Hofstede, G. (2011). Dimensionalizing Cultures: The Hofstede Model in Context. *Online Readings in Psychology and Culture, 2*(1). <https://doi.org/10.9707/2307-0919.1014>

Final exam:

Behrens, K. Y. (2004). A multifaceted view of the concept of amae: Reconsidering the indigenous Japanese concept of relatedness. *Human Development,* 47, 1-27.

Choi, S.-Ch., Han, G., & Kim, Ch.-W. (2007). Analysis of cultural emotion. Understanding of indigenous psychology for universal implications. In J. Valsiner & A. Rosa, *The Cambridge Handbook of Sociocultural Psychology* (s. 318-342). Cambridge: Cambridge University Press.

Choi, S.-Ch., & Han, G. (2008). Shimcheong psychology: A case of an emotional state for

cultural psychology. *International Journal for Dialogical Science*, 3, 205-224.

Chen, X.-P., & Chen, Ch. C. (2004). On the intricacies of the Chinese guanxi: A process of guanxi development. *Asia Pacific Journal of Management*, *21*, 305–324.

Hwang, K.-K. (1987). Face and favor: The Chinese power game. *The American Journal of Sociology*, 92, 944-974.

Reyes, J. (2015) *Loób* and *Kapwa*: An Introduction to a Filipino Virtue Ethics. *Asian Philosophy*, 25(2), 148-171.

Lewin, K. (1930). The Conflict Between Aristotelian and Galileian Modes of Thought in Contemporary Psychology. *Journal of General Psychology*, 5, 141–177.

Required articles for seminars:

Tafarodi, R., W., Shaughnessy, S., C., Lee, W., W., S., Leung, D., Y., P., Ozaki, Y., Morio, H.. & Yamaguchi, S. (2009). Disregard for Outsiders: A Cultural Comparison. *Journal of Cross-Cultural Psychology*, 40, 567-583.

Yates, J., F., Ji, L.-J., Oka, T., Lee, J.-W., Shinotsuka, H., & Sieck, W., R. (2010). Indecisiveness and Culture: Incidence, Values, and Thoroughness. *Journal of Cross-Cultural Psychology*, 41, 428-444.

Froese, F. J. (2010). Acculturation Experiences in Korea and Japan. *Culture and Psychology*, 16, 333–348.

Ordóñez-Carabaño, Á., Prieto-Ursúa, M. (2021). Forgiving a Genocide: Reconciliation Processes between Hutu and Tutsi in Rwanda. *Journal of Cross-Cultural Psychology,* 52, 427-448.

# Teaching methodology

This course is taughtas a combination of lecture and seminar. Topics are introduced in class and in readings. Course contains many short assignments which will be used as a base for in-class activities.

# Course Schedule

|  |  |
| --- | --- |
| **Date** | **Class Agenda** |
| Session 1  Jan 30 | **Topic:** Introduction. Cross-cultural, cultural and indigenous psychology.  **Reading:**  **Assignments/deadlines:** |
| Session 2  Feb 6 | **Topic:** Racism and racial stereotypes. Prejudices. Intergroup relations. Ostracism.  **Reading:**  Ordóñez-Carabaño, Á., Prieto-Ursúa, M. (2021). Forgiving a Genocide: Reconciliation Processes between Hutu and Tutsi in Rwanda. *Journal of Cross-Cultural Psychology,* 52, 427-448.  **Assignments/deadlines:** Introductory letter |
| Session 3  Feb 13 | **Topic:** Classifications of cultures. Acculturation.  **Reading:**  Neff, K., D., Pisitsungkagarn, K. a Hsieh, Y.-P. Self-Compassion and Self-Construal in the United States, Thailand, and Taiwan. *Journal of Cross-Cultural Psychology*, 2008, 39, 267-285.  **Activities:** research presentations (assignment 13)  **Assignments/deadlines:** Cultural identity |
| Session 4  Feb 20 | **Topic:** Cultural differences in emotions. Cultural differences in cognition. Cross-cultural intelligence testing.  **Reading:**  Richardson, K. (2002). What IQ tests test. *Theory & Psychology*, 12, 283-314.  **Activities:** research presentations (assignment 13), discussing your assignments  **Assignments/deadlines:** |
| Session 5  Feb 27 | **Topic:** Cross-cultural differences in psychopathology. Cross-cultural communication.  **Reading:**  Tafarodi, R., W., Shaughnessy, S., C., Lee, W., W., S., Leung, D., Y., P., Ozaki, Y., Morio, H.. & Yamaguchi, S. (2009). Disregard for Outsiders: A Cultural Comparison. *Journal of Cross-Cultural Psychology*, 40, 567-583.  **Activities:** research presentations (assignment 13)  **Assignments/deadlines:** Someone behaves unexpectedly |
| Session 6  Mar 6 | **Topic:** Visit to www.migrace.com  **Reading:**  **Assignments/deadlines:** |
| Session 7  Mar 13 | **Topic:** Indigenous psychology: China.  **Reading:**  Hwang, K.-K. (1987). Face and favor: The Chinese power game. *The American Journal of Sociology*, 92, 944-974.  **Assignments/deadlines:** Stereotypes in action |
| Session 8  Mar 20 | **Topic:** Indigenous psychology: Korea, learning goal evaluation, Midterm exam.  **Reading:**  Choi, S.-Ch., & Han, G. (2008). Shimcheong psychology: A case of an emotional state for  cultural psychology. *International Journal for Dialogical Science*, 3, 205-224.  **Midterm:**  Berry, J.W., Poortinga, Y.H., Segall, M.H., & Dasen, P.R. (2012). *Cross-cultural psychology. Research and applications* (3rd edition). Cambridge University Press. (chapters 6 cognition pp. 132-155, 7 emotion pp. 157-177, 13 acculturation pp. 307-335)  <https://www.crossculture.com/the-lewis-model-dimensions-of-behaviour/>  Williams, K.D. (2007). Ostracism: The Kiss of Social Death. Social and Personality Psychology Compass, 1(1), 236-247. (<https://en.wikipedia.org/wiki/Social_rejection> (read only part about Ball toss / cyberball experiments, which is missing in the article)  Minimal Group Paradigm <https://mrsteen2016.weebly.com/uploads/2/3/6/1/23616912/tajfel__1970_.pdf>  Kleppestø, T.H. et al. (2020). Social Dominance Orientation. In Encyclopedia of Evolutionary Psychological Science. Researchgate: https://www.researchgate.net/publication/338409260\_Social\_Dominance\_Orientation\_SDO  Etchezahar, E., & Brussino, S. (2013). Psychological perspectives in the study of authoritarianism. *Journal of Alternative Perspectives in the Social Sciences*, 5, 495-521.  Koo, M. et al. (2018). Analytic versus holistic cognition: Constructs and measurement. In Spencer-Rodgers, J., & Peng, K. (eds.): The Psychological and Cultural Foundations of East Asian Cognition: Contradiction, Change, and Holism (pp. 105-134). <https://www.researchgate.net/publication/326404088_Analytic_versus_holistic_cognition_Constructs_and_measurement>  Wooldridge, B., & Haimes-Bartolf, M. (2006). The field dependence/field independence learning styles: Implications for adult student diversity, outcomes assessment and accountability. In R.R. Sims and S.J.Sims (Eds.): Learning styles and Learning **(pp. 237-242).** <https://www.people.vcu.edu/~bwooldri/pdf_docs/Field%20dependence-field%20independence%20learning%20style.pdf>  Schwartz, S. H. (2012). An Overview of the Schwartz Theory of Basic Values. *Online Readings in Psychology and Culture, 2*(1). <https://doi.org/10.9707/2307-0919.1116>  Hofstede, G. (2011). Dimensionalizing Cultures: The Hofstede Model in Context. *Online Readings in Psychology and Culture, 2*(1). <https://doi.org/10.9707/2307-0919.1014>  **Activities**: Learning goal evaluation (in class)  **Assignments/deadlines:** Advertisement |
|  | **Midterm break** |
| Session 9  Apr 10 | **Topic:** Indigenous psychology: Japan; Cross-cultural differences in traffic behavior  **Reading:**  Froese, F. J. (2010). Acculturation Experiences in Korea and Japan. *Culture and Psychology*, 16, 333–348.  **Assignments/deadlines:** Research proposal; Traffic sign |
| Session 10  Apr 11 | **Friday April 11th, 3.27, 11:15-14:00**  **Topic:** Indigenous psychology: Philippines, other countries.  **Reading:** Reyes, J. (2015) *Loób* and *Kapwa*: An Introduction to a Filipino Virtue Ethics. *Asian Philosophy*, 25(2), 148-171.  **Activities:** Discussing your proposals  **Assignments/deadlines:** |
| Session 11  Apr 17 | **Topic:** Ethics and methodological problems.  **Reading:** Lewin, K. (1930). The Conflict Between Aristotelian and Galileian Modes of Thought in Contemporary Psychology. *Journal of General Psychology*, 5, 141–177.  **Activities:** Discussing your interviews  **Assignments/deadlines:** Interview |
| Session 12  Apr 24 | **Topic:** Cross-cultural differences in language use. Sapir-Whorf hypothesis.  **Reading:** Yang, K.S. (2000). Monocultural and cross-cultural indigenous approaches: The royal road to the development of a balanced global psychology. *Asian Journal of Social Psychology*, 3, 241-263.  **Activities:** Discussing your fieldwork experience  **Assignments/deadlines:** Multicultural Fieldwork |
| Session 13  May 15 | **Topic:** Cultural specifics of Chinese and Korean languages.  **Reading:**  **Assignments/deadlines:** |
| Session 14  May 20 | **Topic:** Final exam. Class reflections.  **Reading:**  Berry, J.W., Poortinga, Y.H., Segall, M.H., & Dasen, P.R. (2012). *Cross-cultural psychology. Research and applications* (3rd edition). Cambridge University Press. (8 language 179-200)  Behrens, K. Y. (2004). A multifaceted view of the concept of amae: Reconsidering the indigenous Japanese concept of relatedness. *Human Development,* 47, 1-27.  Choi, S.-Ch., Han, G., & Kim, Ch.-W. (2007). Analysis of cultural emotion. Understanding of indigenous psychology for universal implications. In J. Valsiner & A. Rosa, *The Cambridge Handbook of Sociocultural Psychology* (s. 318-342). Cambridge: Cambridge University Press.  Choi, S.-Ch., & Han, G. (2008). Shimcheong psychology: A case of an emotional state for  cultural psychology. *International Journal for Dialogical Science*, 3, 205-224.  Chen, X.-P., & Chen, Ch. C. (2004). On the intricacies of the Chinese guanxi: A process of guanxi development. *Asia Pacific Journal of Management*, *21*, 305–324.  Hwang, K.-K. (1987). Face and favor: The Chinese power game. *The American Journal of Sociology*, 92, 944-974.  Reyes, J. (2015) *Loób* and *Kapwa*: An Introduction to a Filipino Virtue Ethics. *Asian Philosophy*, 25(2), 148-171.  Lewin, K. (1930). The Conflict Between Aristotelian and Galileian Modes of Thought in Contemporary Psychology. *Journal of General Psychology*, 5, 141–177.  **Assignments/deadlines:** Closing letter |

# Course Requirements and Assessment (with estimated workloads)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Assignment** | **Workload (hours)** | **Weight in Final Grade** | **Evaluated Course Specific Learning Outcomes** | **Evaluated Institutional Learning Outcomes\*** |
| Class Participation | 42 | 14 % |  | 1,2,3 |
| Introductory letter | 1 | 1 |  | 1,2 |
| Closing letter | 1 | 1 |  | 1,2 |
| Stereotypes in action | 1 | 1 |  | 1,2 |
| Someone behaves unexpectedly | 1 | 1 |  | 2 |
| Advertisement | 1 | 1 |  | 2 |
| Cultural identity | 2 | 3 |  | 1,2 |
| Learning goal evaluation | 0 (in class) | 1 |  | 1,2 |
| Multicultural fieldwork | 4 | 5 |  | 1,3 |
| Interview | 4 | 5 |  | 1,2 |
| Traffic sign | 1 | 1 |  | 1,2 |
| Research proposal | 20 | 21 |  | 1,2 |
| Research presentation | 8 | 10 |  | 1,2 |
| Midterm and Final tests | 64 | 35 |  | 2 |
| **TOTAL** | **150** | **100%** |  |  |

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

# Detailed description of the assignments

## Assignment 1: Class Participation

Students are expected to take an active role in the class and to behave professionally at all times. Taking an active role in this class means demonstrating a willingness to contribute to discussions and respectfully listening to the contributions of others. Students are expected to arrive on time and be prepared for the session. Devices should be switched to silent and should not be used in class for anything other than related learning tasks.

**Assessment breakdown**

|  |  |
| --- | --- |
| **Assessed area** | **Percentage** |
| Involvement in the class, including both making contributions and actively listening to the contributions of others during large and small group discussions. | 50 |
| Professional behavior in class, including punctuality and preparedness. | 50 |

## Assignment 2: Introductory & Concluding Letters to Instructor

To provide the instructor with an initial understanding of your individual learning needs, you will write a brief letter providing some background information about your interests and what you hope to learn in cross-cultural and indigenous psychology class. If you have information you need to share with me (e.g. you are working in addition to school, have a learning disability or ADHD, are an athlete, on academic probation, have kids, etc.), this letter offers “space” for you to do so. Your letter must be typed. On conclusion of the course, you will complete a Concluding Letter reflecting on our/your learning in the course. Each of the letters should be about 1 page.

**Assessment breakdown**

|  |  |
| --- | --- |
| **Assessed area** | **Percentage** |
| Demonstrates critical thinking about personal learning needs | 50 |
| Written expression conforms to acceptable scholarly standards | 50 |

## Assignment 3: Cultural identity

Paper on your own cultural identity. 2 pages. In this assignment, you will reflect on and explore your own cultural identity. Discuss the influences that have shaped who you are, including your cultural background, traditions, values, and experiences. Consider how your identity impacts your worldview, relationships, and interactions with others. Aim to provide a thoughtful and personal narrative that highlights the complexity and uniqueness of your cultural identity.

**Assessment breakdown**

|  |  |
| --- | --- |
| **Assessed area** | **Percentage** |
| Demonstration of critical thinking | 20 |
| Demonstration of appropriate academic writing skills | 30 |
| Fulfills the assignment | 50 |
|  |  |

## Assignment 4: Someone behaves unexpectedly

Write a 100-300 words description of a situation when someone behaved different way as you would expect according to your cultural standards.

**Assessment breakdown**

|  |  |
| --- | --- |
| **Assessed area** | **Percentage** |
| Demonstration of critical thinking | 50 |
| Demonstration of appropriate academic writing skills | 50 |
|  |  |
|  |  |

## Assignment 5: Traffic sign

Draw a traffic sign which should show to drivers meaning of your choice. Your classmates will be guessing the meaning in the class.

**Assessment breakdown**

|  |  |
| --- | --- |
| **Assessed area** | **Percentage** |
| Quality of the drawing | 50 |
| Relevance to the purpose of the task | 50 |
|  |  |
|  |  |

## Assignment 6: Stereotypes in action

Write a 100-300 words description of a situation, when you interacted with some person coming from different country/culture than you and this interaction was affected by some stereotypes about either their or your country/culture.

**Assessment breakdown**

|  |  |
| --- | --- |
| **Assessed area** | **Percentage** |
| Demonstration of critical thinking | 50 |
| Demonstration of appropriate academic writing skills | 50 |

## Assignment 7: Midterm Exam

The midterm exam will be completed individually and is a test of knowledge and understanding of the material covered in the first half of the semester. Altogether 15 points/15% of grade.

**Assessment breakdown**

|  |  |
| --- | --- |
| **Assessed area** | **Percentage** |
| Demonstration of knowledge and understanding | 100 |

## Assignment 8: Learning Goal Evaluation – Completed in class on March 27

At mid-semester we will evaluate how well we as a learning community believe we are achieving the goals of the course. This assignment allows us to assess how the course is going and to make any improvements needed before the end of the semester. Learning goal evaluations are completed in class,so be sure to attend on this day.

**Assessment breakdown**

|  |  |
| --- | --- |
| **Assessed area** | **Percentage** |
| Responds comprehensively to each of the questions asked | 30 |
| Demonstrates ability to think critically about the aspects of the learning community the student chooses to evaluate, per course learning goals as stated in the syllabus | 30 |
| Written expression conforms to acceptable scholarly standards; demonstrates willingness to evaluate fairly the level of achievement of one’s personal learning goal | 40 |

## Assignment 9: Advertisement

Write a 80-120 words advertisement of some culture. Describe positive characteristics of this culture, which might attract people to live there. Don’t name the culture or the country, your classmates will be guessing it in the class.

**Assessment breakdown**

|  |  |
| --- | --- |
| **Assessed area** | **Percentage** |
| Demonstration of critical thinking | 50 |
| Demonstration of appropriate academic writing skills | 50 |
|  |  |
|  |  |

## Assignment 10: Research proposal (deadline April 3rd)

Select one ethnic/cultural group that interests you. Learn about the history, practices and customs, demographics, location in the social structure, etc. of this group from readings you find and from observation and discussion with its members. Based on what you learn, select five variables on which you think this group may differ from other cultural groups.

For each variable, propose a hypothesis about how this group differs from others. Explain the bases of your hypotheses by relating information from interviews with members of the group and/or other knowledge you have about them to research and theory on the topic from the course. Cite the sources from readings that you are using to ground your hypotheses. Design a study that might be carried out to test one of the hypotheses you propose. 5 pages.

**Assessment breakdown**

|  |  |
| --- | --- |
| **Assessed area** | **Percentage** |
| Knowledge and understanding of topic | 25 |
| Demonstration of critical thinking | 25 |
| Application of knowledge | 25 |
| Demonstration of appropriate academic writing skills | 25 |

## Assignment 11: Interview

Make an interview with someone who lives in a new country. The interview should focus on the respondent's

subjective experience of being in new country, psychologically important differences between the home and host societies, problems encountered by the person in adjustment, adaptation to American society, acceptance

by others. Write short (1 page) description about what you have learned. You will present your findings in class.

**Assessment breakdown**

|  |  |
| --- | --- |
| **Assessed area** | **Percentage** |
| Demonstration of critical thinking | 20 |
| Demonstration of appropriate academic writing skills | 30 |
| Fulfills the assignment | 50 |
|  |  |

## Assignment 12: Multicultural fieldwork

One way to "experience ethnicity" is to participate in the activities of ethnic groups different than your own. For this project, you will have to attend a church service, festival celebration or another meeting associated with a culture or ethnic group distinctly different than your own. Write a short description (about one page) of what you did, how you felt while you were doing it, and what you learned. Bring back an artifact for show-and-tell. The reports will be presented to the class.

**Assessment breakdown**

|  |  |
| --- | --- |
| **Assessed area** | **Percentage** |
| Demonstration of critical thinking | 20 |
| Demonstration of appropriate academic writing skills | 30 |
| Fulfills the assignment | 50 |
|  |  |

## Assignment 13: Research presentation

Select an article of interest from one of the following journals:

*Journal of Cross-Cultural Psychology*; *Cultural Diversity and Ethnic Minority*

*Psychology; Culture and Psychology; International Journal of Intercultural Relations* ;

*International Psychology; Culture, Medicine, and Psychiatry; Transcultural Psychiatry;*

*Journal of Multicultural Counseling and Development*

and orally present to the seminar (10 minutes) a summary of the research report.

**Assessment breakdown**

|  |  |
| --- | --- |
| **Assessed area** | **Percentage** |
| Knowledge and understanding of material and ability to convey this to an audience | 20 |
| Critical evaluation skills | 20 |
| Organization and teamwork | 30 |
| Presentation skills | 30 |

## Assignment 14: Final exam

Written exam, 20% of the grade.

**Assessment breakdown**

|  |  |
| --- | --- |
| **Assessed area** | **Percentage** |
| Demonstration of knowledge and understanding | 100 |
|  |  |
|  |  |
|  |  |

**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, at AAU courses is default mandatory; however, it is not graded as such. (Grades may be impacted by missed assignments or lack of participation.) Still, students must attend at least two thirds of classes to complete the course. If they do not meet this condition and most of their absences are excused, they will be administratively withdrawn from the course. If they do not meet this condition and most of their absences are not excused, they will receive a grade of “FW” (Failure to Withdraw). 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. Each student may excuse up to two sick days per term without any supporting documentation; however, an Absence Excuse Request Form must still be submitted for these instances. 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.

## Use of Artificial Intelligence and Academic Tutoring Center

The use of artificial intelligence tools to search sources, to process, analyze and summarize data, and to provide suggestions or feedback in order to improve content, structure, or style, defined here as AI-assisted writing, is not in itself plagiarism. However, it is plagiarism if, as a result, it obscures the authorship of the work produced or the degree of its originality (see the examples above). AAU acknowledges prudent and honest use of AI-assisted writing, that is, the use of AI for orientation, consultation, and practice is allowed. For some courses and assignments, however, the use of AI is counterproductive to learning outcomes; therefore, the course syllabus may prohibit AI assistance.A work (text, image, video, sound, code, etc.) generated by artificial intelligence based on a mass of existing data, defined here as AI-generated work, is not considered a work of authorship. Therefore, if an AI-generated work (e.g. text) is part of the author’s work, it must be marked as AI-generated. Otherwise, it obscures the authorship and/or the degree of originality, and thus constitutes plagiarism. Unless explicitly permitted by the instructor, submission of AI-generated work is prohibited.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.

## 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.

Submitted by: \_\_\_\_\_Václav Linkov\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. Date: \_\_\_29th January 2025\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Approved by: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_