COURSE SYLLABUS

Twentieth Century Social Theory:
From Enlightenment Philosophy to Post-Enlightenment Social Theory

Course code: SOC 400/500
Semester and year: Spring 2025
Day and time: Wednesdays 15:30-18:15
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, 2021 (3rd Ed.).

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.
- Zizek, 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 Zizek (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 Elliot 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 Elliot 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
5.2	**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, 1-18; Jonathan Haidt's "Why the Past 10 Years of American Life Have Been Uniquely Stupid" (2022) Master's: n/a **Assignments/deadlines:** n/a
12.2	**Session 2:** **Topic: Enlightenment Social Theory in the 17th, 18th and 19th Centuries: Hobbes, Locke, Rousseau, Kant and Hegel** **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 ontology, ethics and society; Hegel's appropriation of Kant's transcendentalism; Hegel's dialectical method and theory of society **Reading:** Kant's "An Answer to the Question: What is Enlightenment?"; Selection from Marx and Engel's "Bourgeois and Proletarians" (from *The Communist Manifesto*) Master's: Selection from Rousseau's "The Social Contract" ("Society and the Individual"); Selection from Kant's "Groundwork for a Metaphysics of Morals"; Hegel's "Absolute Freedom and Terror" (from *Phenomenology of Spirit*) **Assignments/deadlines:** n/a
19.2	**Session 3:** **Topic: Challenging the Enlightenment: Marx, Nietzsche and Freud; Weber, Durkheim and Modern Sociology** **Description:** Marx's "dialectical materialism"; 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

	Reading: Elliot, 20-41; Selection from Nietzsche's *The Gay Science* ("The Madman"); selection from Nietzsche's *Beyond Good and Evil* ("Against Conventional Morality"); selection from Freud's *Civilisation and its Discontents*; **Master's:** Selection from Weber's *The Protestant Ethic and the Spirit of Capitalism* **Assignments/deadlines:** n/a
26.2	**Session 4:** **Topic: Heidegger, Arendt and Existential Phenomenology** **Description:** Why Heidegger?; Existential phenomenological analysis and its application to social theory; Heidegger's legacy; Arendt on 20th century totalitarianism **Reading:** "Martin Heidegger" (from Melchert and Morrow's *The Great Conversation*); (Optional: Arendt's "Vita Activa") **Master's:** Selection from Heidegger's *Being and Time* ("Being-in-the-World as Being-with and Being a Self: The "They") **Assignments/deadlines:** n/a
5.3	**Session 5:** **Topic: Frankfurt School Critical Theory** **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" **Reading:** Elliott, 43-74; Selection from Marcuse's "One Dimensional Man"; Adorno's "Freudian Theory and the Pattern of Fascist Propaganda" **Master's:** Adorno's "Culture Industry Revisited"; Selection from Adorno and Horkheimer's *Dialectic of Enlightenment* **Assignments/deadlines:** n/a
12.3	**Session 6:** **Topic: Discussion of Martin Luther King Jr.'s "Letter from Birmingham Jail" and the documentary film *I Am Not Your Negro* (, directed by Raoul Peck) (Students must watch this film prior to our class discussion)** **Description:** Martin Luther King Jr. and James Baldwin on race and social justice; Applied existential phenomenology and critical theory **Reading:** Martin Luther King Jr.'s "Letter from Birmingham Jail" **Assignments/deadlines:** n/a
19.3	**Session 7: Midterm Exam**
26.3	**No Class: Spring Break Week**
2.4	**Session 8:** **Topic: The Structuralist Turn and the Discursive Unconscious: The Structural, Existential, Phenomenological and Post-Structural Psychoanalysis of Jacques Lacan**

	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 **Reading:** Elliott, 78-96, 120-129; Lacan's "The Mirror Stage as Formative of the 'I' Function"; (Optional: Selection from Saussure's *Course in General Linguistics*; Selection from Barthes's *Mythologies*; Lacan's "The Symbolic, the Imaginary, and the Real") **Master's:** Lacan's "The Function and Field of Language and Speech in Psychoanalysis" (Optional: Selection from Claude Levi-Strauss (*TBD*)) **Assignments/deadlines:** n/a
9.4	**Session 9:** **Topic: Interpellation, Panopticism, Power and the Subject** **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" **Reading:** Elliott, 96-112; "The Eye of Power" (Interview with Foucault); (Optional: Foucault's "The Subject and Power"), Selection from Foucault's *Discipline and Punish* ("Panopticism") **Master's:** Althusser's "Ideology and Ideological State Apparatuses"; (Optional: Foucault's "Discourse on Language") **Assignments/deadlines:** n/a
16.4	**Session 10:** **Topic: Poststructuralism: Deconstruction and Community;** **Description:** Derrida on "*difference*," the "metaphysics of presence" "grammatology" and "community"; 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, 129-131, 135-145, 259-294; (Optional: "Deconstruction in a Nutshell" (A roundtable interview with Derrida)) **Master's:** Selection from Lyotard's *The Postmodern Condition*"; Selections from Deleuze and Guattari's *Anti-Oedipus*; (Optional: Selection from Baudrillard's *Simulacra and Simulations*; Jameson's "The Cultural Logic of Late Capitalism") **Assignments/deadlines:** n/a
23.4	**Session 11:** **Topic: Structuration, Habitus, System, Democracy** **Description:** Giddens on "structuration"; Bourdieu and "habitus"; Habermas's defense of the Enlightenment and democracy; Luhmann's "systems theory" **Reading:** Elliott, 148-179, 182-210 (Optional: Habermas's "The Public Sphere"; Hudson's "Social Theory Without Reason: Luhmann and the Challenge of Systems Theory: An Interview with Niklas Luhmann") **Master's:** Habermas's "An Alternative to the Philosophy of the Subject (Optional: Selection from Luhmann's *Introduction to Systems Theory* (Chapter 5: "Psychic and Social Systems"); Selection from Bourdieu's *Distinction*) **Assignments/deadlines:** n/a

30.4	**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, 213-255; Selection from Butler's *Gender Trouble* ("Performative Acts and Gender Constitution") Master's: Irigaray's "The Power of Discourse and the Subordination of the Feminine" **Assignments/deadlines:** n/a
7.5	**Topic: "Networks, Risks, Liquids," "Globalization" and "The Digital Revolution: Posthumanism and Beyond"** **Discussion of *The Social Dilemma*** (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, 281-290, 375-404; (Optional: Elliott, 298-337, 339-374; Selection from Bauman's *Liquid Modernity* (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 *Liquid Modernity* (Chapter 1: "Emancipation") **Required Film:** *The Social Dilemma* (Dir. Orlowski, 2020) **Assignments/deadlines:** n/a
14.5	**Session 14: Final Exam**

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	15%	Practice in comprehension, critical thinking and effective communication	1, 2, 3
Midterm Exam	3	35%	Practice in comprehension, critical thinking and effective communication	1, 2, 3
Final Exam	3	35%	Practice in comprehension, critical thinking and effective communication	1, 2, 3
Reading Preparation, Homework & Quiz Performance (and optional	102	15%	Practice in time management, academic discipline, comprehension, effective communication and writing (and optional public speaking)	1, 2, 3

class presentations)				
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 midterm exam (35%) and a take-home final exam (35%). The quiz component (15%) will take the form of short occasional pop quizzes over the assigned readings and. The class participation component (15%) 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). The student can choose to do an optional short presentation of a course reading as way to increase this component of the course grade (This is by arrangement with the instructor.).

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. Midterm 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 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, Homework, 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, 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.

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

Plagiarism obscures the authorship of a work or the degree of its originality. Students are expected to create and submit works of which they are the author. Plagiarism can apply to all works of authorship – verbal, audiovisual, visual, computer programs, etc. Examples are:
- **Verbatim plagiarism**: verbatim use of another's work or part of it without proper acknowledgement of the source and designation as a verbatim quotation,
- **Paraphrasing plagiarism**: paraphrasing someone else's work or part of it without proper acknowledgement of the source,
- **Data plagiarism**: use of other people's data without proper acknowledgement of the source,
- **False quotation**: publishing a text that is not a verbatim quotation as a verbatim quotation,
- **Fictious citation**: quoting, paraphrasing, or referring to an incorrect or a non-existent work,
- **Inaccurate citation**: citing sources in such a way that they cannot be found and verified,
- **Ghostwriting**: commissioning work from others and passing it off as one's own,
- **Patchwriting**: using someone else's work or works (albeit with proper acknowledgement of sources and proper attribution) to such an extent that the output contains almost no original contribution,
- **Self-plagiarism**: unacknowledged reuse of one's own work (or part of it) that has been produced or submitted as part of another course of study or that has been published in the past,
- **Collaborative plagiarism**: delivering the result of collective collaboration as one's own individual output.

At minimum, plagiarism will result in a failing grade for the assignment and shall be reported to the student's Dean. A mitigating circumstance may be the case of novice students, and the benefit of the doubt may be given if it is reasonable to assume that the small-scale plagiarism was the result of ignorance rather than intent. An aggravating

circumstance in plagiarism is an act intended to make the plagiarism more difficult to detect. Such conduct includes, for example, the additional modification of individual words or phrases, the creation of typos, the use of machine translation tools or the creation of synonymous text, etc. The Dean may initiate a disciplinary procedure pursuant to the Academic Codex. Intentional or repeated plagiarism always entail disciplinary hearing and may result in expulsion from AAU.

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.

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: 1.12.2024

Approved by:
Date: