

The Jewish Experience in Central Europe

Course code: HIS 236

Semester and year: Fall 2018

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

Instructor: Dr. Ivy Helman, Ph.D.

Instructor contact: ivy.helman@aauni.edu

Consultation hours: Tuesdays 11:00-11:30, 14:15-14:45 in classroom, or by appointment

Credits US/ECTS	3/6	Level	Intermediate
Length	15 weeks	Prerequisite	None
Contact hours	42 hours	Course type	GCC/ Civilization, HSC Required/ Optional, CEA

1. Course Description

This course investigates the history and experiences of Central European Jewry. We will compare the cultural heritage, religious life, political situation, identity formation and self-understanding of Jews in Central Europe starting the in 9th century through today. We will spend considerable time in the following time periods: before, during and after the breakdown of Austria-Hungary, the Second World War and communism. This history course will examine the experiences of Jews throughout Central and Eastern Europe: from Germany in the West to Russia, Hungary and Ukraine in the East and everything in between. In this broad survey, we will pay specific attention to gender and class analysis in our approach to this material. In addition, together, we will explore the complicated history of anti-Semitism as it affected Jewish life in Central Europe as well as the numerous ways Jews flourished in Central Europe in spite of it.

2. Student Learning Outcomes

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

- Describe what it means to be Jewish in Central Europe from the 17th to the 21st centuries (religiously and culturally)
- Understand the fundamentals of Jewish history in Central Europe
- Identify the main obstacles in the life of Central European Jewry (in different time periods)
- Critically discuss and evaluate main interpretations of the Holocaust
- Assess the role class and gender played in one's Jewish experience in Central Europe

3. Reading Material

Required Materials:

Required reading is assigned each week. Printed copies of the readings are required for class. The readings can be found on the NEO course website under Resources. Please ask the Professor well in advance if you are unsure what the readings are or where to find them.

- Brutzkus, J. "Trade with Eastern Europe, 800-1200." *The Economic History Review*, Vol. 13, No. 1/2 (1943): 31-41.
- Petiška, Eduard. *Golem: A Guide to the Old Jewish Town of Prague*, Prague: Martin, 199: 8-91.
- Sorkin, David. "Beyond the East-West Divide: Rethinking the Narrative of the Jews' Political Status in Europe, 1600-1750." *Jewish History*, Vol. 24, No. 3/4, Special Issue on Tradition and Transformation in Eighteenth-Century Europe: Jewish Integration in Comparative Perspective (2010): 247-256.
- Stone, Daniel. "Jews and the Urban Question in Late Eighteenth Century Poland," *Slavic Review*, Vol. 50, No. 3 (Autumn, 1991): 531-541.
- Pinchuk, Ben-Cion. "The Shtetl: An Ethnic Town in the Russian Empire," *Cahiers du Monde russe*, Vol. 41, No. 4, *Aperçus sur le monde juif* (Oct. - Dec. 2000): 495-504.
- Bartal, Israel. "Hasidism, Mitnagdim, and Maskilim." *The Jews of Eastern Europe, 1772-1881*, The University of Pennsylvania Press (2005): 47-57.
- Bartal, Israel. "My Heart is in the West." *The Jews of Eastern Europe, 1772-1881*, The University of Pennsylvania Press (2005): 90-101.
- Feiner, Shmuel. "Haskalah Attitudes Toward Women." *Jewish Women: A Comprehensive Historical Encyclopedia*, 1 March 2009. <<http://jwa.org/encyclopedia/article/haskalah-attitudes-toward-women>> (accessed October 14, 2015).
- Rozenblit, Marsha. "The Dissolution of the Monarchy." *Reconstructing a National Identity: The Jews of Habsburg Austria during World War I*, Oxford: Oxford University Press, (2001): 128-161.
- Bemporad, Elissa. "Behavior Unbecoming a Communist: Jewish Religious Practice in Soviet Minsk." *Jewish Social Studies, New Series*, Vol. 14, No. 2 (Winter, 2000): 1-31.
- Hyman, Paula. "Gender and the Jewish Family in Modern Europe." *Women in the Holocaust*, New Haven: Yale University Press, (1998): 25-38.
- Margalit, Avishai and Gabriel Motzkin. "The Uniqueness of the Holocaust." *Philosophy & Public Affairs*, Vol. 25 No. 1, Winter 1996: 65-83.
- Ringelheim, Joan. "The Split between Gender and the Holocaust." *Women in the Holocaust*, New Haven: Yale University Press, (1998): 340-350.
- Bondy, Ruth. "Women in Theresienstadt and the Family Camp in Birkenau." *Women in the Holocaust*, New Haven: Yale University Press, (1998): 310-326.
- Bonifas, Aimé. "A 'Paradisiacal' Ghetto of Theresienstadt: The Impossible Mission of the International Committee of the Red Cross." *Journal of Church and State*, Vol. 34, No. 4, (Autumn 1992): 805-818.
- Spinelli, Jerry. *Milkweed*. New York: Random House, 2003: 74-99.
- Eros, Ferenc. "The Construction of Jewish Identity in Hungary in the 1980s." *Civilisations*, Vol. 42, No. 2, EN QUETE D'IDENTITE (1993): 141-150.
- Givental, Elena. "A Tale of Two Cities: Reestablishing Cultural Identities in Eastern Europe." *Yearbook of the Association of Pacific Coast Geographers*, Vol. 73, (2011): 52-68.
- Zoufalá, Marcela. "Being Jewish in Europe in the 21st Century: Jewish Identity and Contemporary Antisemitism." *Jewish Studies in the 21st Century: Prague, Europe, World*, Wiesbaden: Otto Harrassowitz, (2014): 213-224.

Recommended Materials

- Katz, Jacob. *Tradition and Crisis: Jewish Society at the End of the Middle Ages*. New York: Schocken Books, 1993: 10-37, 113-124 and 141-155.
- Bartov, Omer. "On Eastern Galicia's Past & Present." *Daedalus*, Vol. 13, No. 4, On the Public Interest (Fall, 2000): 115-118.
- Hundert, Gershon David. "The Contexts of Hasidism." *Jews in Poland-Lithuania in the Eighteenth Century: A Genealogy of Modernity*, University of California Press, 2004: 160-185.

- Faienstein, Morris M. "Hasidism. The Last Decade in Research." *Modern Judaism*, Vol. 11, No. 1, Review of Developments in Modern Jewish Studies, Part 2 (Feb., 2011): 111-124.
- Feiner, Shmuel. "The Pseudo-Enlightenment and the Question of Jewish Modernization." *Jewish Social Studies, New Series*, Vol. 3, No. 1 (Autumn, 1996): 62-88.
- Rozenblit, Marsha. *Reconstructing a National Identity: The Jews of Habsburg Austria during World War I*. Oxford: Oxford University Press, 2001: 3-58, 106-127.
- Valley, Eli. "A History of the Jews in Prague." *The Great Jewish Cities of Central and Eastern Europe*, Jason Aronson, Inc. 1999.

4. Teaching methodology

In-class time will include lectures on historical context, important events, larger themes, difficult concepts and main personalities. There will also be small-group work accessing primary and secondary sources, partnered textual analysis of primary documents and instructor and student-led discussions focusing on critical engagement with the assigned reading material. The student is expected to be actively participating in all in-class methodologies, including lectures (active participation in lectures means note-taking, asking clarifying questions and responding to instructor and student queries when applicable). In addition, video clips, handouts, maps and PowerPoint presentations supplement each lecture. Occasionally, there may be reason to screen a longer in-class video (~60 minutes) in which subsequent contextualization will take place in the form of class discussion.

Students must bring to class **PRINTED COPIES** of the required reading materials for the day as well as paper and pen with which to take notes. **Failure to be prepared for class could be reason to exclude the student from class and the exclusion counted as an absence** (See attendance policy as to how that affects one's grades).

There are also two **required** field trips as ways of experiencing what we are learning. **Failure to attend with the class may result in a significantly lower final grade or failure of the course.**

5. Course Schedule

Date	Class Agenda
Class 1 4 Sept.	Topic: Introduction to Central Europe and Judaism Description: Hand out syllabus, go over course aims, explain field trips, introduce the topic, geographical region and discussions of Judaism and what it is. Reading: None. Assignments/deadlines: None.
Class 2 11 Sept.	Topic: Jewish Arrival to Central Europe, Jewish Museum Description: The reasons why and how Jews came to settle in Central Europe including primary occupations, basics of family life, obstacles to success and contributions to society. Gender and class analysis as well. Brief lecture on history and background of Jewish Museum in Prague Reading: J. Brutzkus, "Trade with Eastern Europe, 800-1200," in <i>The Economic History Review</i> , Vol. 13, No. 1/2 (1943), pp. 31-41. Assignments/deadlines: PROFESSOR LED SAMPLE DISCUSSION.
Class 3 18 Sept.	Topic: Different Jewish Experiences between 1600-1750 Description: Exploring the differences between Eastern and Western Jews in the following areas: Jewish life, business, family and community structure as well as political, economic and basic human rights. Gender and class analysis included. Reading: David Sorkin, "Beyond the East-West Divide: Rethinking the

	<p>Narrative of the Jews' Political Status in Europe, 1600-1750," <i>Jewish History, Vol. 24, No. 3/4, Special Issue on Tradition and Transformation in Eighteenth-Century Europe: Jewish Integration in Comparative Perspective (2010), pp. 247-256.</i></p> <p>Recommended Reading: Jacob Katz, <i>Tradition and Crisis: Jewish Society at the End of the Middle Ages</i>, New York: Schocken Books, 1993, pp. 10-37, 113-124 and 141-155.</p> <p>Assignments/deadlines: STUDENT-LED DISCUSSION #1.</p>
Class 4 25 Sept.	<p>Topic: Trip to the Jewish Museum in Prague</p> <p>Description: Lecture on history and development of Prague's Jewish Museum as well as a field-trip there during class time</p> <p>Reading: Eduard Petiška, <i>Golem: A Guide to the Old Jewish Town of Prague</i>, Prague: Martin, 1991, pp. 8-91.</p> <p>Assignments/deadlines: FIELD TRIP WORKSHEET DUE AT END OF EXPERIENCE.</p>
Class 5 2 Oct.	<p>Topic: The Rise of Hasidism</p> <p>Description: Description of first voluntary movement within Judaism, as well as a look at its founder and basic principles. Contemporary Hasidism explained as well as gender and class analysis of the movement.</p> <p>Reading: Gershon David Hundert, "The Contexts of Hasidism," in <i>Jews in Poland-Lithuania in the Eighteenth Century: A Genealogy of Modernity</i>, University of California Press, 2004, pp. 160-185.</p> <p>Recommended Reading: Morris M. Faienstein, "Hasidism. The Last Decade in Research," <i>Modern Judaism, Vol. 11, No. 1, Review of Developments in Modern Jewish Studies, Part 2</i> (Feb., 11), pp. 111-124.</p> <p>Assignments/deadlines: STUDENT-LED DISCUSSION #2.</p>
Class 6 9 Oct.	<p>Topic: The Jewish Experience from Poland to Russia's Pale of Settlement</p> <p>Description: Historical context of Jewish life in Poland, Russia and the surrounding lands, including what led Jews to settle in the region, what life was like there, as well as relevant political discourse (i.e. the estate towns, assimilation, rise of nationalism, etc.), the partitions of Poland, the makings of the Pale of Settlement, general Russian policies towards Jews, the birth and geographical data on the Russian Empire and discussions of shtetl life - that "quintessential" experience (for Ashkenazi Jews). Focus on gender and class analysis.</p> <p>Reading: Daniel Stone, "Jews and the Urban Question in Late Eighteenth Century Poland," <i>Slavic Review, Vol. 50, No. 3 (Autumn, 1991), pp. 531-541.</i></p> <p>Ben-Cion Pinchuk, "The Shtetl: An Ethnic Town in the Russian Empire," <i>Cahiers du Monde russe, Vol. 41, No. 4, Aperçus sur le monde juif</i> (Oct. - Dec., 2000), pp. 495-504.</p> <p>Assignments/deadlines: STUDENT-LED DISCUSSION #3.</p>
Class 7 16 Oct.	<p>Topic: Haskalah</p> <p>Description: Basic history behind movement, geographical origins, main personalities, major themes and events. Comparative work with Hasidism. Gender analysis in terms of the larger themes: education, assimilation, nationalism, etc.</p> <p>Readings: Israel Bartal, "Hasidism, Mitnagdim, and Maskilim," and "My Heart is in the West" in <i>The Jews of Eastern Europe, 1772-1881</i>, The University of Pennsylvania Press (2005), pp. 47-57 and 90-101.</p> <p>Shmuel Feiner, "Haskalah Attitudes Toward Women," <i>Jewish Women: A Comprehensive Historical Encyclopedia</i>, (1 March 2009). Jewish Women's Archive. (Viewed on October 14, 2015)</p>

	<p><http://jwa.org/encyclopedia/article/haskalah-attitudes-toward-women></p> <p>Recommended Reading: Shmuel Feiner, "The Pseudo-Enlightenment and the Question of Jewish Modernization," <i>Jewish Social Studies, New Series, Vol. 3, No. 1</i> (Autumn, 1996), pp. 62-88.</p> <p>Assignments/deadlines: ESSAY #1 DUE IN CLASS</p>
Class 7 23 Oct.	Mid-term break - No Class.
Class 8 30 Oct.	<p>Topic: Austrian-Hungarian Jews before and after WWI.</p> <p>Description: History of Jews in the Habsburg Empire through the AHE and the inter-war years in Central Europe. Discussions of identity creation, political situations, the effects of the war, Jewish contributions to the war effort as well as larger themes of Haskalah, education, civil rights, nationalism, the birth of Zionism, etc.</p> <p>Reading: Marsha Rozenblit, "The Dissolution of the Monarchy," in <i>Reconstructing a National Identity: The Jews of Habsburg Austria during World War I</i>, New York, Oxford: Oxford University Press, (2001), pp. 128-161.</p> <p>Recommended Reading: Rozenblit, <i>Reconstructing a National Identity</i>, pp. 3-58, 106-127.</p> <p>Assignments/deadlines: STUDENT-LED DISCUSSION #4.</p>
Class 9 6 Nov.	<p>Topic: Comparison of the Inter-War Years Elsewhere.</p> <p>Description: How were Jews treated in other areas of Central Europe including Soviet Minsk? Also, review "the divide" between Western and Eastern Jews this time in terms of gender and class. Compare and contrast between the Jewish experience of the Inter-War years in Czechoslovakia and the Sorkin article from week four. Finally, class will conclude with an introduction to race science and "scientific" racism and how these developments affected Jews.</p> <p>Reading: Elissa Bemporad, "Behavior Unbecoming a Communist: Jewish Religious Practice in Soviet Minsk," <i>Jewish Social Studies, New Series, Vol. 14, No. 2</i> (Winter, 200), pp. 1-31.</p> <p>Paula Hyman, "Gender and the Jewish Family in Modern Europe," in <i>Women in the Holocaust</i>, Yale University Press, (1998), pp. 25-38.</p> <p>Assignments/deadlines: STUDENT-LED DISCUSSION #5.</p>
Class 10 13 Nov.	<p>Topic: Assimilation, Nationalism and the Question of Jewish Acceptance</p> <p>Description: Watch part three "A Leap of Faith," of Simon Schama's <i>The Story of the Jews</i>. Discuss larger course themes: assimilation, acceptance, Nationalism, Zionism, Haskalah, etc.</p> <p>Reading (review): Shmuel Feiner, "Haskalah Attitudes Toward Women," <i>Jewish Women: A Comprehensive Historical Encyclopedia</i>, (1 March 2009). Jewish Women's Archive. (Viewed on October 14, 2015)</p> <p><http://jwa.org/encyclopedia/article/haskalah-attitudes-toward-women></p> <p>Assignments/deadlines: STUDENT-LED DISCUSSION #6</p>
Class 11 20 Nov.	<p>Topic: The Holocaust</p> <p>Description: The historical events leading up to the Holocaust. Basic understanding of what occurred. Discussion of terminology for the event, the differences in experiences for women and men and theological ramifications.</p> <p>Reading: Avishai Margalit and Gabriel Motzkin, "The Uniqueness of the Holocaust," <i>Philosophy & Public Affairs, vol. 25 no. 1</i> (Winter 1996), 65-83.</p> <p>Joan Ringelheim, "The Split between Gender and the Holocaust," in <i>Women in the Holocaust</i>, Yale University Press, (1998), pp. 340-350.</p> <p>Assignments/deadlines: STUDENT-LED DISCUSSION #7</p>

<p>Class 12 27 Nov.</p>	<p>Topic: Field Trip to Terezin Description: roughly four hour trip from Prague to Terezin to tour the transit camp/"model ghetto" History of the site, basic layout, walking tour of the site and visits to the various parts of the Ghetto's museum all included. This trip will not include the small fortress. Reading: Ruth Bondy, "Women in Theresienstadt and the Family Camp in Birkenau," in <i>Women in the Holocaust</i>, Yale University Press, (1998), pp. 310-326. Aimé Bonifas, "A 'Paradisiacal' Ghetto of Theresienstadt: The Impossible Mission of the International Committee of the Red Cross," in <i>Journal of Church and State</i>, vol. 34, (Autumn 1992), no. 4, pp. 805-818. Jerry Spinelli, <i>Milkweed</i>, New York, Random House, (2003), pp. 74-99. Assignments/deadlines: FIELD TRIP WORKSHEET DUE UPON RETURN TO PRAGUE.</p>
<p>Class 13 4 Dec.</p>	<p>Topic: Jews, Communism and Today - Part 1 Description: Look at life under communism: the experience of non-Jews and Jews discussed. Two historical case studies explored: Lviv and Krakow. Contemporary Jewish life in these places also discussed. Reading: GENERAL READING ON JEWS IN COMMUNISM: TBD Elena Givental, "A Tale of Two Cities: Reestablishing Cultural Identities in Eastern Europe," <i>Yearbook of the Association of Pacific Coast Geographers</i>, Vol. 73 (2011), pp. 52-68. Assignments/deadlines: STUDENT-LED DISCUSSION #8</p>
<p>Class 14 11 Dec.</p>	<p>Topic: Jews, Communism and Today - Part 2 + The Future of Jews in Central Europe. Description: Continued discussion about communism, but this time in Hungary. Includes course wrap-up focusing on Jewish life in the Czech Republic and Europe in general. Class will include review of keys themes, events, people, places, etc. that we have covered throughout the semester as well as a discussion about whether there is or is not a Jewish future in Central Europe. Reading: Ferenc Eros, "The Construction of Jewish Identity in Hungary in the 1980s," <i>Civilisations</i>, Vol. 42, No. 2, EN QUETE D'IDENTITE (1993), pp. 141-150 Marcela Zoufalá, "Being Jewish in Europe in the 21st Century: Jewish Identity and Contemporary Antisemitism," in <i>Jewish Studies in the 21st Century: Prague, Europe, World</i>, Wiesbaden: Otto Harrassowitz, (2014) pp. 213-224. Assignments/deadlines: ESSAY #2 DUE IN CLASS</p>

6.Course Requirements and Assessment (with estimated workloads)

Requirements	Workload (average)	Weight in Final Grade	Evaluated Course Specific Learning Outcomes	Evaluated Institutional Learning Outcomes*
Attendance and Class Participation	42	20%	<ul style="list-style-type: none"> • Bringing PRINTED COPIES of required material. • Active listening. • small group and partner work. • Practice expressing one's questions, viewpoints 	1, 2 and 3

			<ul style="list-style-type: none"> and understandings. Ability to tie material together over the course of the semester. 	
Student-led Discussion	30 minutes in-class, ~6 hours prep	10%	<ul style="list-style-type: none"> Conduct a 30 minute discussion. Effectively cover entire reading. Include content/ critical analysis questions and discussion-based broader questions. Stimulate student engagement. 	1, 2 and 3
Essays	~800-1000 words each (varies by student - ~93 hours, includes reading the material)	25% each (50% total)	<ul style="list-style-type: none"> Analyze larger issues facing the Jewish community. Use of primary and secondary readings. Ability to explain the fundamentals of Jewish history, major events and themes and descriptions of the diversity of Jewish life. 	1 and 2
Field Trips	8 hours	10% each (20% total)	<ul style="list-style-type: none"> Experience the history outside of the classroom. Effectively capture it in writing. 	1, 2 and 3
TOTAL	150	100%		

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

7.Detailed description of the assignments

Essays: 800-1000 words each

The student will write two comprehensive essays during the semester. In each, the student will analyze larger issues facing the Jewish community using primary and secondary readings already discussed in class. Essays will explore the fundamentals of Jewish history and major events and themes as well as capture the diversity of Jewish life in terms of class and gender.

Essay prompts will be distributed three weeks before each essay is due. A detailed list of required sources and a rubric as well as basic instructions will be included on the prompt handout. Students are expected to submit **paper** copies of their essays in class on the due date. Each day the essay is late will lower the final grade by 10%. Outside research is not permitted. Basic English writing skills (paragraphs, thesis, proper spelling, punctuation and capitalization, etc.) are required and may affect grade if absent.

Assessment breakdown:

Assessed area	Percentage
Critical Thinking	40%
Proof of Comprehension and Strength of Evidence Provided	20%

Organization, Style and Use of Language	20%
References and Citations	20%

The student will be specifically assessed in the following areas:

1. Strength of thesis, construction of essay and use of supporting evidence.
2. Comprehension of the readings.
3. Critical analysis of the material based on engagement with the texts.
4. The relevance of the evidence provided.
5. Ability to stay on topic, organized and directed to the question posed as well as clarity of writing.
6. Proper references and citations.

Student-led Discussion:

Students will lead discussion with one (perhaps two) other students. Before class, students will meet together and prepare a mixture of content as well as discussion questions based on the required readings for the week. The professor will guide the students through a sample discussion the second week of class.

Students will be assessed on:

1. Length of discussion (30 minutes)
2. Ability to lead with their own perspectives on occasion (Presentation Skills) as well as to explain questions that may not be clear.
3. Balance of content and discussion questions
4. Critical thinking as illustrated by the quality and relevance of the questions
5. Ability to engage all students in the discussion and encourage good participation for each question asked.
6. Discussion stays focused on the day's class topic

Assessment breakdown:

Assessed area	Percentage
Discussion and Presentation Skills	15%
Critical Thinking	35%
Balance of questions and focus on topic	25%
Ability to engage all students' participation, length of discussion	25%

Field-Trips:

Throughout the semester there will be two class field-trips. We will be going as a class to the Jewish Museum of Prague as well as Terezín. During the field-trip, the students will be required to complete a worksheet.

Students will be assessed on:

1. Level of active engagement with the exhibits and presented material
2. Ability to think critically in order to draw connections between coursework and site information (as demonstrated on worksheet)
3. Understanding the context and significance of the site (as demonstrated on worksheet)

Assessment breakdown:

Assessed area	Percentage
Attendance	Required

Active Engagement	30%
Context and Significance	20%
Critical Thinking	50%

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 available in the 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. It is strongly recommended that any email communication between students and instructors take place in NEO LMS.

Each e-mail sent to an instructor that is about a new topic (meaning not a reply to an original email) shall have a new and clearly stated subject and shall have the course code in the subject, for example: "COM101-1 Mid-term Exam. Question".

All electronic submissions are carried out through NEO LMS. No substantial pieces of writing (especially take home exams and essays) can be submitted outside of NEO LMS.

Attendance

Attendance is required.

The student is expected to come to every lecture fully prepared. This includes having read the assigned material and bringing **printed copies** of it to class. The student must stay engaged (and awake) in lecture, in-class videos and break-outs groups (when applicable). Note-taking is expected; computers will not be allowed. Cell phones and computers should remain turned off and out of sight.

I take class attendance very seriously and so does Anglo-American University. Class is not only an opportunity to learn new things, but also: an opportunity to learn more about yourself and your classmates, an occasion for the professor to provide some clarification and insight, an experience in which you can improve your ability to express your views and the knowledge you have and the chance to learn from your peers, who may have thought about the same information in a slightly different manner than yourself.

Attendance is expected at each and every class and field trip. Given the pace and expectations for this class, the student may have two absences. Each and every absence after the two absences will lower the student's final grade by 5 percentage points.

Absence excuse and make-up options

The general school policy is as follows:

In the case of a familial or medical emergency the following applies: should the student be absent from a class for relevant reasons (illness, serious family matters), s/he needs to submit an Absence Excuse Form supplemented with documents proving the reasons for absence to the Assistant Dean. Should a student be absent during the add/drop period due to a change in registration this will be an excused absence if they submit an Absence Excuse Form along with the finalized add/drop form. The form and documents must be submitted within one week of absence.

If possible, it is recommended to inform the instructor about the absence in advance. Students whose absence has been excused by the Dean are entitled to make up exams they missed provided that the nature of the exam allows for a make-up. The students are responsible for contacting their instructor within one week from the date the absence was excused, and for making arrangements with the instructor about make-up options as necessary.

Unexcused absences

Students are allowed two unexcused absences. Absences above this number may result in failure of the course.

Late work: Late submissions allowed only for essays. See relevant penalties under the Assignment section.

Electronic devices

May not be used in class. Phones, computers and all other electronic devices must be turned off and be out of sight for the duration of class. Failure to abide by this policy affects the student's participation grade and may result in being asked to leave class which will result in an absence.

Eating is not allowed during classes.

Cheating and disruptive behavior

If a student engages in disruptive or other conduct unsuitable for a classroom environment of an institution of learning, the instructor may require the student to withdraw from the room for the duration of the activity or for the day and shall report the behavior to the Dean.

Students engaging in behavior which is suggestive of cheating (e.g. whispering or passing notes) will, at a minimum, be warned. In the case of continued misbehavior the student will be expelled from the exam and the exam will be marked as failed.

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.

As the minimum policy the types of plagiarism from 1 through 8 results in the failing grade from the assignment and must be reported to the 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, students are encouraged to consult their papers 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/>.

Students with disabilities

Students with disabilities are asked to contact their instructor as soon as possible to discuss reasonable accommodation.

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 and when: Dr. Ivy Helman, Ph.D., 24 May 2018

Approved by and when: School of Humanities and Social Sciences, June 2018