

COURSE SYLLABUS

What is History?

Course code: HIS 100

Semester and year: Fall 2023

Day and time: Thursday, 8.15-11.00

Instructor: Vojtěch Ripka, PhD

Instructor contact: vojtech.ripka@aauni.edu

Consultation hours: Thursday 11.15-13.00, faculty consultation lounge (4.17) or via MS Teams

Semester Credits	3	Language of Instruction	English
ECTS	6	Level	Introductory
Length	14 weeks	Pre-requisites	none
Contact hours	42 hours	Course type	Bachelor-General Education Course

1. Course Description

This course offers an introduction to methods, concepts and controversies which confront and challenge historians today, in the researching, writing and justifying of professional historical work. It is predominantly concerned with exploring various assumptive and theoretical foundations of historical practice, espoused by historians both past and present, and learning about how these various approaches are contested and debated.

Key second order concepts to be considered include objectivity, causality, representation, memory, past, progress and multiperspectivity. We will be particularly interested in how postmodernist commentators and historians have challenged many of the assumptions and methods upon which attempts to write objective history have been based. The course is also concerned with exploring particular methodological aspects of history in substantial detail. Sessions are dedicated to primary source criticism and so-called cliometrics (the application of quantitative techniques to historical research).

2. Student Learning Outcomes

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

- Critically reflect on the main challenges associated with researching, writing and interpreting history.
- Demonstrate a critical awareness of major philosophical and theoretical assumptions that underpin historical research.
- Engage in a well-informed debate on the role of history in contemporary society.
- Express articulate opinions on concepts related to historical research such as truth, objectivity, evidence etc.
- Articulate informed opinions on individual authorities and works in the field of historiography and historical methodology – including seminal and important contributions to theory and exemplary works of theory in practice.

3. Reading Material

Key text: Evans, R.J. *In Defence of History*. London: Granta, 1997.

Other core works:

- Carr, E.H. *What is History?* London: Penguin, 1961.
- Hexter, J. H. *History Primer*. London: Allen Lane The Penguin Press, 1972. Hudson, Pat. *History by Numbers: An Introduction to Quantitative Approaches*. Re-Issue edition. London : New York: Bloomsbury Academic, 2000.
- [HistoryLab](#)
- Lee, Peter. 'Historical Literacy: Theory and Research', n.d., 12.
- Lipstadt, D.E. *Denying the Holocaust. The Growing Assault on Truth and Memory*. New York: The Free Press, 1993.
- Miles, James, and Lindsay Gibson. 'Rethinking Presentism in History Education'. *Theory & Research in Social Education*, 8 September 2022, 1–21. <https://doi.org/10.1080/00933104.2022.2115959>.
- Novick, Peter. *That Noble Dream: The 'Objectivity Question' and the American Historical Profession*. New York: CUP, 1988.
- Hill. Michael R. 'Archival Strategies and Techniques'. London: Sage, 1993.
- [Socialism Realised](#)
- Seixas, Peter. 'A History/Memory Matrix for History Education'. *Public History Weekly* 2016, no. 6 (25 February 2016). <https://doi.org/10.1515/phw-2016-5370>.
- Sweet, James H. 'Is History History? Identity Politics and Teleologies of the Present'. Accessed 31 October 2022. <https://www.historians.org/publications-and-directories/perspectives-on-history/september-2022/is-history-history-identity-politics-and-teleologies-of-the-present>.
- [Reading Like a Historian](#), Stanford History Education Group
- Wineburg, Sam. *Why Learn History (When It's Already on Your Phone)*. Chicago: Chicago University Press, 2018. <https://www.press.uchicago.edu/ucp/books/book/chicago/W/bo23022136.html>.

Recommended Readings (excerpts on the NEO page or from the Library)

Philosophy and Practice of History

- Ambrosius, L.E., ed. *Writing Biography: Historians and their Craft*. London: University of Nebraska Press, 2004.
- Baker, K.M. and Dan Edelstein, eds. *Scripting Revolution: A Historical Approach to the Comparative Study of Revolutions*. Stanford, CA: Stanford University Press, 2015.
- Burke, Peter. *History and Social Theory*. 2nd ed. London: Polity, 2005.
- Elton, Geoffrey. *The Practice of History*. London: Fontana, 1967.
- Hackett Fischer, David. *Historians' Fallacies: Towards a Logic of Historical Thought*. New York: Harper Perennial, 1970.
- Hobsbawm, Eric. *On History*. London: Abacus, 1997.
- Hunt, Lynn. *Writing History in the Global Era*. New York: Norton, 2014.
- Jenkins, Keith. *Rethinking History*. London: Routledge, 1991.
- Rosenstone, Robert A. *History on Film/Film on History*. Pearson Education, 2006.
- Scott, John. *A Matter of Record: Documentary Sources in Social Research*. Cambridge: Polity, 1990.
- White, Hayden. *Metahistory: The Historical Imagination in Nineteenth-Century Europe*. Baltimore: The Johns Hopkins University Press, 1973.

Exemplary Works

- Anderson, Benedict. *Imagined Communities*. rev. ed. London: Verso, 2006.
- Brustein, William. *The Logic of Evil: The Social Origins of the Nazi Party, 1925-1933*. Yale University Press, 1998.
- Braudel, Fernand. *The Mediterranean and the Mediterranean World in the Age of Philip II*. 2 vols. New York: Harper, 1972.

- Davies, Norman & Roger Moorhouse. *Microcosm: A Portrait of a Central European City*. London: Jonathan Cape, 2002.
- Duffy, Eve., and Konrad Hugo. Jarausch, eds. *Dictatorship as Experience: Towards a Socio-Cultural History of the GDR*. 1st pub. New York: Berghahn Books, 1999
- Elliott, J.H. *Empires of the Atlantic World: Britain and Spain in the Americas, 1492-1830*. Yale: Yale University Press, 2005.
- Elton, Geoffrey. *Reformation Europe, 1517-59*. Oxford: Blackwell, 1999.
- Hobsbawm, Eric. *The Age of Revolution, 1789-1848*. London: Vintage, 1996.
- Rudé, George. *The Crowd in the French Revolution*. Oxford: OUP, 1959.
- Scott, James C. *Weapons of the Weak: Everyday Forms of Peasant Resistance*. Yale University Press, 1987.
- Sherwood, Marika. *After Abolition: Britain and the Slave Trade Since 1807*. London: I.B. Taurus, 2007.
- Taylor, A.J.P. *The Origins of the Second World War*. Harmondsworth: Penguin, 1962.
- Thomas, Keith. *Religion and the Decline of Magic*. London: Penguin, 2003.
- Thompson, E.P. *The Making of the English Working Class*. London: Vintage, 1996.
- Viola, Lynne, ed. *Contending with Stalinism: Soviet Power and Popular Resistance in the 1930s*. Illustrated edition. Cornell University Press, 2002.

4. Teaching methodology

Class sessions include introductory notes by the lecturer, a seminar and a group work with primary sources. This course is based on a key text, *In Defence of History* by Richard J. Evans and a series of historiographical works covering the main currents in and collections of sources. The responsibility is on students to perform a close reading of each weekly assignment and to be prepared to answer questions posed by the instructor and to engage in related discussions and debates. The instructor will also facilitate group activities such as debates designed to identify and explore various critical perspectives on historiography or work with primary sources in short online activities.

5. Course Schedule

Date	Class Agenda
Session 1 31 Aug. 2023	<p>Topic: Introduction; What is History?</p> <p>Description: The major characteristics and tasks of the course explained. A brief introduction to history as a field of study. Difference to the past and memory. Writing and rewriting of history (use of Socialism Realised material). Papers to write response to shall be distributed (response due in week 6).</p> <p>Reading: none</p> <p>Assignments/deadlines: None.</p>
Session 2 7 Sept. 2023	<p>Topic: Historical Methodology I: Primary Sources</p> <p>Description: From remnants of the past to source, to evidence. Research/key question and their relationship to primary and secondary character of a source. Perspectives of historical actors on practical examples (SHEG Stanford lesson). How do we know what we know (epistemology of history).</p> <p>Reading: Hexter, <i>History Primer</i>, ch. 3.</p> <p>Assignments/deadlines: None.</p>
Session 3 14 Sept. 2023	<p>Topic: History, Science and Morality</p>

	<p>Description: How history relates to the arts and the sciences, and its essential purpose. Inquiry-based activity no.1 shall be worked on during the class as well.</p> <p>Reading: Evans, <i>Defence of History</i>, ch. 2, Carr, <i>What is History?</i> ch. 3.</p> <p>Assignments/deadlines: None.</p>
Session 4 21 Sept. 2023	<p>Topic: Historiography- The History of History (Guest lecture)</p> <p>Description: Guest Lecture by Josef Rídký, Ph.D. The dominant trends in professional history since the nineteenth century, including the challenge of postmodernism from the 1970s. Workshp with texts representing different schools of thought.</p> <p>Reading: Evans, <i>Defence of History</i>, ch. 1; Novick, <i>That Noble Dream</i>, ch. 1.</p> <p>Assignments/deadlines: None.</p> <p>Note: Feedback on Inquiry-based activity and in-class participation given. Groups for the debate.</p>
Session 5 5 Oct. 2023	<p>Topic: Historical thinking, historical literacy</p> <p>Description: What makes a person historically literate? What constitutes historical thinking?</p> <p>Reading: Lee: Historical literacy</p> <p>Assignments/deadlines: None</p>
Session 6 12 Oct. 2023	<p>Topic: An Archive in the work of Historians and in the Public Debate</p> <p>Description: The Archive of Security forces</p> <p>Reading: Hill: Archival Strategies and Techniques, ch.1-3</p> <p>Assignments/deadlines: Response paper due</p>
Session 7 19 Oct. 2023	<p>Topic: Inquiry-based activities and their reflection</p> <p>Description: 60-minute written exam. Building on the experience with the inquiry-based activities, students will be given one in the class to complete. This is going to be followed by a written reflection (mini-essay) on the process of historical thinking. Notes or other aides are allowed.</p> <p>Reading: None</p> <p>Assignments/deadlines: Complete revision for inquiry.</p>
26 Oct. 2022	MIDTERM BREAK: NO CLASS
Session 8 2 Nov. 2023	<p>Topic: Historical Methodology II: Quant methods in History</p> <p>Description: The application of quantitative methodologies to history.</p> <p>Reading: Hudson: History by Numbers, ch.1</p> <p>Assignments/deadlines: Discussion of final essays.</p>
Session 9 9 Nov. 2023	<p>Topic: Is presentism a Curse, a Challenge , or an Opportunity?</p> <p>Description: Presentism as a challenge, debates around the role of history today.</p> <p>Reading: Miles and Gibson: Rethinking Presentism in History Education and Sweet: Is History History? Identity Politics and Teleologies of the Present’.</p> <p>Assignments/deadlines: None.</p>
Session 10 16 Nov. 2023	<p>Topic: The Debate</p> <p>Description: Based on the groups and topics, the debate as a public event takes place.</p> <p>Reading: Assignments/deadlines: The Debate (written argument due by November 19 by email)</p>
Session 11 23 Nov 2023	<p>Topic: Identity and History</p> <p>Description: What is the connection between the knowledge of historical facts and the state of society? How to measure it? When has the perceived decline started?</p> <p>Reading: Wineburg: <i>Why Learn History (When It’s Already on Your Phone)</i>. chapters 1 and 7</p> <p>Assignments/deadlines: None.</p>

Session 12 30 Nov. 2023	<p>Topic: Objectivity and its Limits</p> <p>Description: Can traditional history adequately address the objections raised by postmodernism concerning the possibility of attaining objective knowledge about the past?</p> <p>Reading: Evans, <i>Defence of History</i>, ch. 8; Lipstadt, <i>Denying the Holocaust. The Growing Assault on Truth and Memory</i>. New York: The Free Press, 1993, Preface and ch. 10.</p> <p>Assignments/deadlines: none</p>
Session 13 7 Dec. 2023	<p>Topic: Presentations</p> <p>Description: Each student will deliver a ten-minute presentation, summarizing the findings of their essays.</p> <p>Reading: none</p> <p>Assignments/deadlines: Students will submit their presentation notes to the instructor at the close of class.</p>
Session 14 15 Dec. 2023	<p>Topic: Final Discussion and Essay Submission</p> <p>Description: What ultimate conclusions can we as a class arrive at regarding the questions raised over the past fourteen weeks? Read Richard Evans' response to his critics to help stimulate your thoughts.</p> <p>Reading: Richard J. Evans' response to his critics, at https://www.history.ac.uk/ihr/Focus/Whatishistory/evans.html.</p> <p>Assignments/deadlines: Electronic submission of essay via NEO by midnight.</p>

6. Course Requirements and Assessment (with estimated workloads)

Assignment	Workload (average)	Weight in Final Grade	Evaluated Course Specific Learning Outcomes	Evaluated Institutional Learning Outcomes*
Class Participation	42	20%	Express articulate opinions on concepts related to historical research such as truth, objectivity, evidence etc.	1, 2, 3
Response Papers	5	10%	Critically reflect on the main challenges associated with researching, writing and interpreting history; demonstrate a critical awareness of major philosophical and theoretical assumptions that underpin historical research.	1, 2, 3
Inquiry-based Activities	15	15%	Actively use methods of historical inquiry and reflect upon epistemic moves involved in the inquiry process.	1, 2, 3
The Debate	15	15%	Take an informed stance and articulate opinions based on evidence in public. Respond sensibly to both constructive and other type of criticism.	1,2,3

Presentation	15	15%	Articulate informed opinions on individual authorities and works in the field of historiography and historical methodology.	1, 2, 3
Essay	58	25%	Express articulate opinions on concepts related to historical research such as truth, objectivity, evidence etc.; articulate informed opinions on individual authorities and works in the field of historiography and historical methodology	1, 2, 3
TOTAL	150	100%		

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

8. Detailed description of the assignments

A) Class participation

Consistent attendance, participation and preparation are all highly recommended and indeed necessary in the case of attendance. The School's policy of the maximum of 4 absences being permissible is followed. In terms of participation, each student is expected to contribute actively and positively to class – particularly in those parts of the class specifically set aside for discussion. Students are expected to give thoughtful answers to questions and to contribute to critical and focused yet always courteous exchange.

Attendance and participation combined is worth 20% of the overall grade.

Assessment breakdown

Assessed area	Percentage
Answering questions thoughtfully, demonstrating preparation and reading	50
All-round contribution, including volunteering useful comments and contributing to an encouraging and productive class atmosphere	50

B) Response papers

In week 1, a selection of three papers of introductory nature shall be distributed. The response paper should consist of three sections (paragraphs). The first should deal with the argument of the author (explicit or implicit) on why to study history. The second part should describe the style of the author and his approach to the reader answering such questions as "who might be the intended audience of the text". Final section should reflect upon the argument of the text discussing at least one positive and one negative aspect of the text. The overall length should be between 350 and 500 words.

Assessed area	Percentage
Ability to find and analyze the main argument of the text	20
Ability to analyze the style of the author	20
Ability to assess positive and negative aspects	20

Technical matters (e.g. spelling, grammar, punctuation and syntax)	10
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C) Activity with primary sources – historical work in action

Inquiry-based activities with primary sources shall be part of most sessions. In Session 7, both the skills of historical analysis and epistemic thinking shall be tested by activities from the SHEG Stanford and/or HistoryLab activities. Apart from the inquiry-based activities themselves, students will reflect upon the processes of historical thinking that were taking place in the activity in a short, three to four paragraph text. In this mini-essay, using the key concepts of historical literacy is needed to show the level of comprehension of the conceptualization by applying the previously learned skills of historical inquiry and historical thinking.

The activity and its reflection is worth 20% of the overall score.

Assessment breakdown

Assessed area	Percentage
Ability to use concepts of historical aliteracy in the reflection	50
Synthetic in the activity	25
Analytical work with sources in the activity	25

D) Debate

The debate assignment is designed to facilitate an active and critical student role in the completion of the course, to encourage students to reflect on the relationship between history and contemporary society, and to develop and defend standpoints on this issue.

In Week 10, the class will perform a debate in front of a general audience (the AAU community will be given a general invitation). Having in Week 4 split the class into two groups, each group will expound an argument in support or in opposition to a proposition which addresses the role of history in the contemporary public sphere such as:

- The way history is taught is wrong
- Denying the holocaust should not be a crime
- Historians have a social responsibility

Each presentation is to last 30 minutes, and should be supported by PPT or other visual aids – but it must rely primarily on the eloquence and expertise.

For grading purposes, each group must provide me with a 5-7-page version of their argument, including a bibliography, by November 16.

The Debate is worth 20% of the overall score.

Assessment breakdown

Assessed area	Percentage
Eloquence and elegance of style	40
Use of data	40
Ability to deal with questions and respond to opposing views	20

E) Presentation

In Week 13 each student will deliver a ten-minute oral presentation, with visual aids, on their essay assignments. The purpose of the Presentation is to refine the student's academic communication skills, advance further their command of their essay topic and allow the rest of the group to understand the research of their colleagues.

The Presentation is supposed to offer a condensed version of the written essay; i.e. a reflection on either a seminal or important work on historical theory or philosophy or an outstanding work that exemplifies a particular historiographical approach or methodology.

Grading is based on the student's ability to demonstrate their knowledge of the author and the aims and content of the book in question, the major arguments advanced, the place of the book within a broader scholarly context, and to give a reasonable and critical personal assessment.

As part of the evaluation, each student will submit their presentation notes to the instructor at the end of the class.

The Presentation is worth 15% of the overall grade.

Assessment breakdown:

Assessed area	Percentage
Demonstration of specific knowledge of the author and, e.g., their position, philosophy, approach, method etc	25
Demonstration of specific knowledge about the content of the work under review	25
Ability to contextualize the reviewed work within the framework of historiographical, theoretical or methodological discussion	25
Answering questions and discussing related issues	15
Use of visual aids and oral communication	10

F) Essay

The essay is designed to test the student's ability to discuss authoritatively historiographical theory or historical methodology by way of a critical review of one seminal or important book in either of these subfields.

Students will either choose an essay on:

A) A particular approach to history that they find appealing or interesting by discussing the work of a historian who is associated with that particular approach. Over the fourteen weeks, students will have plenty of opportunities to identify authors who may appeal to them. Suggestions can be found in the bibliography section of this syllabus. You can also choose a different author, but will need to confirm your choice with me by Class 8. The paper is to be between 1,750 and 2,250 words long. The review should address:

- (i) the theoretical or philosophical assumptions that underpin the work;
- (ii) the research methods that inform the work;
- (iii) the major arguments;

- (iv) the impact the historian has had on historical knowledge and debate, either within a subfield or (in a few cases) more broadly within historiography;
- (v) the student's own response and assessment.

...Or...

B) A particular book on historiography and/or historical methodology that you find especially stimulating – either because you strongly agree or strongly disagree with its contentions. The only title that is excluded is Evan's book (this is too familiar). Choose a book from the list in the bibliography headed 'Philosophy and Practice of History' or select your own. The paper is to be between 1,750 and 2,250 words in length. It may be quite interesting if you chose a work with an outlook you wouldn't normally espouse. The review ought to address:

- (i) The author and their theoretical or philosophical assumptions;
- (ii) The purpose and structure of the book;
- (iii) The major arguments advanced;
- (iv) The position of the book in the context of the debate on the nature of history;
- (v) The student's own response and critical assessment of the book.

There will be a discussion of students' essay focus in Class 8. Please select your book by that date and be prepared to discuss your choice.

The essay is to be submitted on the due date by the specified time (i.e. the beginning of Class 14) both in print form and via the NEO system by midnight of that day.

Grading is based on the extent to which the student deals with the key issues (the nature of knowledge of the book and its author, critical understanding of the book's arguments and place within a broader scholarly context); and the extent to which the student has adhered to rules regarding formal and technical aspects.

NB: In line with School policy, late assignments will not be accepted.

The essay is worth 25% of the overall grade.

Assessment breakdown:

Assessed area	Percentage
Demonstration of objective knowledge about the author and the book	25
Demonstration of critical understanding of the book's structure, content and arguments	25
Demonstration of comprehension of book's importance and contribution	25
Ability to advance a reasoned and critical personal viewpoint	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 will also be marked absent if they miss more than fifteen minutes of a class session (via 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,
- **Fictitious 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 and when: Vojtěch Ripka, 28.4.2023

Approved by and when: Gerald Power, Chair of History and Philosophy, 3 May 2023