

Introduction to Politics I

Course code: POS 101/1

Semester and year: Fall 2021

Day and time: Mondays, 14:45-17:30 (Prague time)

Classroom: 3.12

Instructor: Jacob Maze, M.A.

Instructor contact: Jacob.maze@aauni.edu

Consultation hours: Mondays, 17:30-18:30 in Café de Taxis; online and in person by appointment (email me)

Credits US/ECTS	3/6	Level	Introductory
Length	15 weeks	Pre-requisite	None
Contact hours	42 hours	Course type	Bachelor Required

1. Course Description

This course aims to teach the process and structure of political systems, states and governments from a comparative perspective. Starting from political ideologies, regimes and state institutions, we will move toward the relationship between the citizen and the state (voting, organization of parties, interest groups). Drawing from comparative case studies, it is hoped that students will learn to think analytically about how politics function in a variety of settings and come to appreciate different ways to understand it. Towards this goal, classes will aim to both provide important background to the topics each week as well as to allow time for discussion of the readings.

2. Student Learning Outcomes

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

- Comprehend the structures and practices in contemporary governments and political life through the concepts used in comparative politics
- Learn to compare the meanings, functions and implications of political institutions & systems in different political contexts
- Develop the ability to engage in an academic discussion with peers

3. General Education Learning Outcomes Supported

- ILO1 – Critical Thinking
- ILO3 – Responsible Action
- GELO3 – Social Sciences
- GELO5 – Diversity and Values

4. Reading Material

Textbooks (all required readings are available on NEO)

- Hague R. and Harrop M. (2010), *Comparative Government and Politics: An Introduction*. Eighth Edition. Palgrave Macmillan.
- Hague R., Harrop M. and McCormick J. (2016), *Comparative Government and Politics: An Introduction*. Tenth Edition. Palgrave Macmillan.
- Heywood, A. (2019) *Politics*. Fifth Edition. Palgrave MacMillan.
- Lijphart, A. (2012) *Patterns of Democracy: Government Forms & Performance in Thirty-six Countries*. Second Edition. Yale University Press

Other Required Book Materials (all required readings are available on NEO)

- della Porta, D. (2013) *Can Democracy be Saved? Participation, Deliberation and Social Movements*. Polity.
- Brunclík, M. and Kubát, M. (2018) *Semi-Presidentialism, Parliamentarism and Presidents: Presidential Politics in Central Europe*. Routledge.

Required Articles (all available on NEO)

- Arendt, H. (1953) "Ideology and Terror: A Novel Form of Government." *The Review of Politics* 15 (3): 303-327.
- Curtis, A. (2010) "The Economists' New Clothes." *BBC*, 23 February. Available at: <https://www.bbc.co.uk/blogs/adamcurtis/entries/9bf2f6f3-4d3d-3756-9841-d702cc884c46>.
- DeKelbaum, Z. (1928) "Constitution of the United States Compared with the Constitutions of Mexico, Germany and Russia." *Notre Dame Law Review* 4 (3): 178-191.
- Mudde, C. (2004) The Populist Zeitgeist. *Government and Opposition* 39 (4): 541-563.
- Schmitter, P. and Karl T. (1991) "What Democracy is...and is Not." *Journal of Democracy* 2 (3): 75-88.

Recommended Reading Material

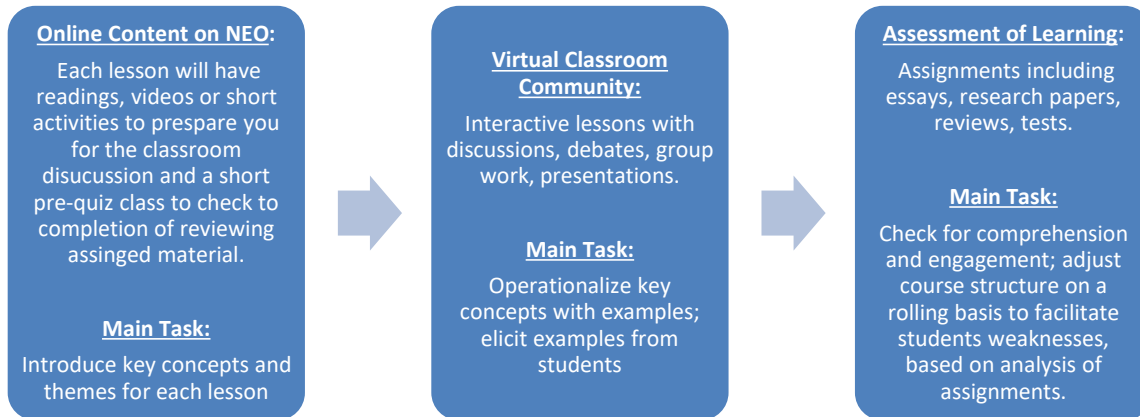
- Magstadt, T. M. (2011) *Understanding Politics: Ideas, Institutions, Issues*. Wadsworth Publishing.
- Shively, W. P. (2008) *Power and Choice: an introduction to political science*. 11th Edition. McGrath-Hill.
- Almossawi, A. (2013) *An Illustrated Book of Bad Arguments*. JasperCollins Publishers. Available for free at: <https://bookofbadarguments.com/>.

Multimedia Materials Available Online:

- "Adam Ruins Everything – Why the Electoral College Ruins Democracy" (<https://www.youtube.com/watch?v=ZlwbTUs-17k>)
- "Adam Ruins Everything – Why Rigging Elections is Completely Legal" (<https://www.youtube.com/watch?v=Zd5rul6EdF0>)
- "Adam Ruins Everything – Why Partisan Politics Have Been on the Rise since the 1960's" (<https://www.youtube.com/watch?v=o0FnrhNx9z0>)
- "Adam Ruins Everything – Other Donald Trumps Throughout History" (<https://www.youtube.com/watch?v=Ziv7dQ9tt30>)
- Curtis, Adam. *The Power of Nightmares* (https://www.youtube.com/watch?v=X91_1xgoR_0)
- Vice News, "Charlottesville: Race and Terror" (<https://www.youtube.com/watch?v=RIrcB1sAN8I>)
- Vice News, "Turkey's Civil Revolt: Istanbul Rising" (<https://www.youtube.com/watch?v=d0Uwh971f6w>)

5. Online Teaching methodology

This online-friendly course has three components:



The breakdown of course time can thus be outlined as follows:

1. *Pre-Seminar*: Covers the lecture (~40-60 min.), a pre-seminar quiz (10 min.), visual media and group presentation (if scheduled: 10-15 min.).
2. *Seminar*: Give and discuss examples of week's topic, elicit examples for comprehension, rely on some form of student guidance from weekly presenters (if applicable).
3. *Assignment*: Covers readings and weekly assignments, as well as various projects (e.g., group presentations, research paper, debate preparation, etc.)

6. Course Schedule

Date	Online Content (complete before live lesson)	Live Lesson and Discussion
Lesson 1	<p>Topic: <i>Class Information; What is Politics?</i></p> <p>Pre-Seminar Tasks:</p> <ul style="list-style-type: none"> • Heywood (pp. 2-12) • Hague, Harrop and McCormick (pp. 2-8) <p>Post-Seminar Assignments:</p> <ul style="list-style-type: none"> • None 	<p>Preparation: Review contents of the syllabus and prepare any questions you might have. Read and think about readings/assigned tasks.</p> <p>Activity:</p> <ul style="list-style-type: none"> • Discussion on Syllabus • Discussion on "What is Politics?"
Lesson 2	<p>Topic: <i>Democracy and the Main Ideologies: Liberalism, Socialism, Conservatism</i></p> <p>Pre-Seminar Tasks:</p> <ul style="list-style-type: none"> • Hague, Harrop and McCormick (pp. 10-12) • Shmitter and Karl ("What Democracy is...And is Not.") • Heywood (pp. 27-45) • Submit Weekly Assignment 1. <p>Post-Seminar Assignments:</p> <ul style="list-style-type: none"> • None 	<p>Preparation: Read and think about readings/assigned tasks.</p> <p>Activity:</p> <ul style="list-style-type: none"> • Discussion on "What is the role of the state?" • Discussion on "What is democracy?" • Discussion on "What is the importance of each political ideology?"
	<p>Topic: <i>Consensual and Majoritarian (Westminster) Democracies</i></p>	<p>Preparation: Read and think about readings/assigned tasks.</p>

<p>Lesson 3</p>	<p>Pre-Seminar Tasks:</p> <ul style="list-style-type: none"> • Lijphart (Ch. 1- 3) • Submit Weekly Assignment 2. <p>Post-Seminar Assignments:</p> <ul style="list-style-type: none"> • Weekly Assignment 1: <i>Compare and Contrast Democracies</i> 	<p>Activity:</p> <ul style="list-style-type: none"> • Discussion on “What are the dimensions Lijphart discusses?” • Discussion on “What is a Majoritarian Democracy?” • Discussion on “What is a consensual democracy?” • Discussion on “Which system is preferable?”
<p>Lesson 4</p>	<p>Topic: <i>Constitutions and the Role of the Judiciary</i></p> <p>Pre-Seminar Tasks:</p> <ul style="list-style-type: none"> • Hague and Harrop (pp. 249-269) • Dekelbaum (“Constitution of United States”) • Submit Weekly Assignment 3. <p>Post-Seminar Tasks:</p> <ul style="list-style-type: none"> • None 	<p>Preparation: Read and think about readings/assigned tasks.</p> <p>Activity:</p> <ul style="list-style-type: none"> • Discussion on “What is a constitution and why is it important?” • Discussion on “What is the function of the ‘rule of law?’” • Discussion on “How can context affect a constitution?”
<p>Lesson 5</p>	<p>Topic: <i>Political Regimes: Autocracy, Democracy, Hybrid Regimes.</i></p> <p>Pre-Seminar Tasks:</p> <ul style="list-style-type: none"> • Hague, Harrop and McCormick (pp. 8-10, 37-49, 56-71) • Arendt (“Ideology and Terror”) • Submit Weekly Assignment 4. <p>Post-Seminar Tasks:</p> <ul style="list-style-type: none"> • None 	<p>Preparation: Read and think about readings/assigned tasks.</p> <p>Activity:</p> <ul style="list-style-type: none"> • Discussion on “What is an autocracy?” • Discussion on “What is a hybrid regime?” • Discussion on “How are these different from democracy?” • Discussion on “Arendt’s ideas on totalitarianism and authoritarianism.”
<p>Lesson 6</p>	<p>Topic: <i>Presidential, Semi-Presidential and Parliamentary Systems</i></p> <p>Pre-Seminar Tasks:</p> <ul style="list-style-type: none"> • Lijphart (Ch. 7) • Brunclík and Kubát (Ch. 1) • Hague, Harrop and McCormick (Ch. 8-9) (This reading is not mandatory but optional; it could give you a better grasp on the executive and legislative branches of government, so if you are unfamiliar with these terms, I highly recommend reading these chapters) • Submit Weekly Assignment 5. <p>Post-Seminar Tasks:</p> <ul style="list-style-type: none"> • Weekly Assignment 2: <i>Understanding a Distribution of Choices</i> 	<p>Preparation: Read and think about readings/assigned tasks.</p> <ul style="list-style-type: none"> • Prepare for your assigned group’s debate position. • You can feel free to take a look at <i>A Book of Bad Arguments</i> (available online); it may be able to help you with your arguments. <p>Activity:</p> <ul style="list-style-type: none"> • Debate on best model of governing: Presidential, Semi-Presidential or Parliamentary.
<p>Lesson 7 (Mid-Term)</p>	<p>Topic: <i>Mid-Term</i></p> <p>Pre-Seminar Tasks:</p> <ul style="list-style-type: none"> • STUDY!!! <p>Post-Seminar Tasks:</p> <ul style="list-style-type: none"> • None (You still have another week for Weekly Assignment 6, if you want it) 	<p>Preparation: Read and think about readings/assigned tasks.</p> <p>Activity:</p>

		Students will take an open-book mid-term that reviews material covered in the first six lessons.
	Mid-term break	
Lesson 8	<p>Topic: <i>Electoral Systems</i></p> <p>Reading:</p> <ul style="list-style-type: none"> • Lijphart (Ch. 8) • Hague, Harrop and McCormick (Ch. 16) • Submit Weekly Assignment 6. <p>Post-Seminar Tasks:</p> <ul style="list-style-type: none"> • None. You've done great so far. Take a breather. 	<p>Preparation: Read and think about readings/assigned tasks.</p> <p>Activity:</p> <ul style="list-style-type: none"> • Discussion on "What is an electoral system?" • Discussion on "Features of legislative and presidential elections." • Discussion on "Lijphart's seven attributes of electoral system." • Discussion on "Why do authoritarian regimes hold elections?"
Lesson 9	<p>Topic: <i>Party Politics: Party Families and Systems</i></p> <p>Pre-Seminar Tasks:</p> <ul style="list-style-type: none"> • Heywood (245-267) • Watch "Adam Ruins Everything" Segments <p>Post-Seminar Tasks</p> <ul style="list-style-type: none"> • None 	<p>Preparation: Read and think about readings/assigned tasks.</p> <p>Activity:</p> <ul style="list-style-type: none"> • Discussion on "What are the different Dynamics of political parties?" • Discussion on "Examples of functional and non-functional political parties: A global perspective."
Lesson 10	<p>Topic: <i>Social Movements and Interests Groups</i></p> <p>Pre-Seminar Tasks:</p> <ul style="list-style-type: none"> • Hague and Harrop (227-245) • Porta (Ch. 7) • Submit Weekly Assignment 7. <p>Post-Seminar Tasks:</p> <ul style="list-style-type: none"> • Weekly Assignment 3: <i>Create a Social Movement or Interest Group</i> 	<p>Preparation: Read and think about readings/assigned tasks.</p> <p>Activity:</p> <ul style="list-style-type: none"> • Discussion on "What are the positive and negative impacts of interest groups?" • Discussion on "What are the positive and negative impacts of social movements?" • Discussion on "The Arab Spring in retrospect: when social movements go bad."
Lesson 11	<p>Topic: <i>Political Economy</i></p> <p>Pre-Seminar Tasks:</p> <ul style="list-style-type: none"> • Heywood (pp. 151-161) • Curtis ("The Economists' New Clothes") • Watch <i>The Power of Nightmares</i> • Submit Weekly Assignment 8. <p>Post-Seminar Tasks</p> <ul style="list-style-type: none"> • Weekly Assignment 4: <i>Outline of Final Research Paper</i> 	<p>Preparation: Read and think about readings/assigned tasks.</p> <p>Activity:</p> <ul style="list-style-type: none"> • Address any questions the students may have concerning the lecture of the material on political economy. • For this rest of this seminar, it will largely be student-driven. After having watched <i>Power of Nightmares</i>, students will be asked to reflect on their opinions and ideas of the material. I will assist in developing the conversation where necessary, but the students should be able to show some critical thinking in their approaches to the material.

Lesson 12	<p>Topic: <i>Current Challenges to Democracy: Populism</i></p> <p>Pre-Seminar Tasks:</p> <ul style="list-style-type: none"> • C. Mudde (“Populist Zeitgeist”) • Watch “Charlottesville: Race and Terror” • Watch “Turkey’s Civil Revolt: Istanbul Rising” • Submit Weekly Assignment 9. <p>Post-Seminar Tasks:</p> <ul style="list-style-type: none"> • Prepare any questions you may want to address in the review discussion next week. Compile these into a list, and email them to me at least two days prior to our next lesson. 	<p>Preparation: Read and think about readings/assigned tasks.</p> <p>Activity:</p> <ul style="list-style-type: none"> • Discussion on “What is populism?” • Discussion on “Is populism an ideology?” • Discussion on “Populism and violence in the world today.”
Lesson 13	<p>Topic: <i>Other Ideological Traditions (Fascism, Anarchism, Feminism, Environmentalism, Religious Fundamentalism) + Review</i></p> <p>Pre-Seminar Tasks:</p> <ul style="list-style-type: none"> • Heywood (pp. 45-54) <p>Post-Seminar Tasks:</p> <ul style="list-style-type: none"> • Study for exams. • Finish your final essay. 	<p>Preparation: Read and think about readings/assigned tasks.</p> <p>Activity:</p> <ul style="list-style-type: none"> • Answer any questions the students may have about the lecture. • Address the questions students had about the material from this semester, which they have emailed me in advance.
Lesson 14 (Final Exam)	<p>Topic: <i>Final Exam</i></p> <p>Pre-Seminar Tasks:</p> <ul style="list-style-type: none"> • Submit final essay 24-hours before the exam. 	<p>Preparation: Review your notes, the class power points and all additional content on NEO</p> <p>Activity:</p> <ul style="list-style-type: none"> • Students will take a time-sensitive final exam that reviews material covered in all previous lessons.

7. Course Requirements and Assessment (with estimated workloads)

Assignment	Workload (average)	Weight in Final Grade	Evaluated Course Specific Learning Outcomes	Evaluated Institutional Learning Outcomes*
Attendance and Class Participation	42	15%	Mostly in-class participation and attendance, though out-of-class participation (e.g., preparing their portion of group presentation, keeping newspaper summary journal, being prepared to lead class discussion if presenter, etc.) will be considered.	1,2
Weekly Quizzes	5	5%	Checks that students have done the relevant preparations for the seminar (reading, watching media, preparing for specific class activities, etc.) and have comprehended the material.	3
Research Paper	20	10%	Ability to compare and contrast the meanings, functions and implications of political institutions and systems in different political contexts. Ability to	1,2

			comprehend and operationalize key concepts. Ability to create a convincing and coherent argumentative essay.	
Weekly Assignments	30	15%	Comprehension of course material and ability to apply these concepts and themes.	1,2
Group Presentations	8	10%	Ability to adequately comprehend concepts (prior to discussion), compose this in an intelligible format and adequately relay key information to other students.	2
Mid-Term Exam	15	20%	Ability to define and demonstrate knowledge of the key concepts and terms of the course, identify the differences and similarities between equivalent concepts through typologies. Covers the first six weeks of lessons.	1,3
Final Exam	30	25%	Ability to define and demonstrate knowledge of the key concepts and terms of the course, identify the differences and similarities between equivalent concepts through typologies. Covers all lessons.	1,3
TOTAL	150	100%		

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

8. Detailed description of the assignments

Assignment 1: Attendance and Class Participation

Students are expected to actively participate in seminar discussions with questions and comments that stimulate interaction. In order to take part in discussions, students must come to class having completed their assigned readings and required media viewing. Moreover, attendance will be taken into consideration, with two excused absences (this concerns attendance and participation, not the other homework assignments and quizzes, which are still required to be done even if the student does not attend).

Assessment breakdown

Assessed area	Percentage
Analyzing the homework material, responding to questions, raising comments that stimulate discussion.	55%
Ability to talk and communicate ideas clearly.	25%
Attendance	20%

Assignment 2: Weekly Quizzes

These must be completed prior to the start of class. They can be done on NEO and will be timed for ten minutes. These will consist of short answers, multiple choice or fill-in-the-blank.

Assessment breakdown

Assessed area	Percentage
Ability to Respond to Questions	100%

Assignment 1: Weekly Assignments #1-4

Weekly Assignment 1: Compare and Contrast Democracies (Lesson Three)

Write a short essay on the similarities as well as the differences between these two types of democratic systems. Be sure to remain objective. Your point is not to persuade me, but rather simply to inform me about their features. In other words, it should be descriptive rather than argumentative. **(1.5 pages, single-spaced)**

Assessment breakdown

Assessed area	Percentage
Ability to express ideas in a clear and coherent way.	25%
Demonstration of comprehension and application of course concepts.	25%
Ability to adequately compare and contrast key concepts	40%
Ability to remain objective in their analysis	10%

Weekly Assignment 2: Understanding a Distribution of Choices (Lesson Six)

Summarize the advantages and disadvantages of the three positions discussed today in class. Be sure to give the positive and limiting aspects for all three areas: presidentialism, semi-presidentialism and parliamentarianism. **(1.5 single-spaced, i.e., about half a page for each point)** (Since we have our mid-term next week, you will have until lesson 8 to complete this assignment; be sure to study for the mid-term!)

Assessment breakdown

Assessed area	Percentage
Ability to express ideas in a clear and coherent way.	25%
Demonstration of comprehension and application of course concepts.	25%
Shows a capacity for differentiating between similar though different core concepts	40%
Ability to engage with key concepts in an objective manner.	10%

Weekly Assignment 3: Create a Social Movement of Interest Group (Lesson Ten)

Think of a topic on which you could construct a social movement or an interest group. Explain why you chose one rather than the other. Who would your key audience be? How would you reach that audience? Would you need funding? If so, how would you obtain it? What would your mission statement be? **(Create a 1.5-2 page, single-spaced; it should be structured as a sheet you would give to someone interested in joining or funding your group)**

Assessment breakdown

Assessed area	Percentage
Ability to express ideas in a clear and coherent way.	25%
Demonstration of comprehension and application of course concepts.	25%
Ability to organize ideas into a straightforward and effective end result	35%
Ability to persuade others towards one's cause	15%

Weekly Assignment 4: Outline of Final Research Paper (Lesson Eleven)

Make an outline of your central arguments for your final essay. This can be done either in paragraph form or – and this may be more useful to you – as bullet points covering your main ideas and your main argument. **(1-1.5 pages)**

Assessment breakdown

Assessed area	Percentage
Ability to express ideas in a clear and coherent way.	25%
Demonstration of comprehension and application of course concepts.	25%
Demonstration of preparedness and independent critical thinking	30%
Consistency of argument in the outline	20%

Assignment 4: Group Presentation

You will choose a lesson for which to make a presentation. After the first lesson, you should send me a list of your preferred lessons for presentation, in order of preference. From these, I will compile groups for the presentation as best as I can such that everyone presents on a topic that actually interests them. Presentations will be done in class, and be sure everyone engages equally. Cover the main ideas for that week's lesson as well as keywords. However, feel free to be creative. It is important to make the issue engaging, interesting and informative. I think we would all much rather watch a bad presentation done creatively than a dull, uninformative presentation done well. Presentations should be 10-15 minutes, and a power point should be made available for students to follow along. Furthermore, for the week you present, you'll also be expected to hold a short Q&A session, and your job will also be to lead the discussion (within reason) for that discussion session. In other words, I'm looking for you to be more informed and more engaged in that week's discussion while also allowing others to interact in the discussion.

Assessment breakdown

Assessed area	Percentage
Ability to show an understanding of the reading and other audio-visual material during the presentation.	40%
Ability to talk and present the material quickly.	30%
Capability of responding to questions during the Q&A session	10%
Ability to lead discussion in MS Teams.	10%
Clarity and utility of Power Point.	10%

Assignment 5: Final Essay

The final research essay should consist of a **2000-word argumentative essay, double spaced**, not including footnotes and bibliography. Students are expected to use at least five sources not covered in the course material. The topic for the essay is chosen by the students but **must be approved by me by Lesson 9**. The topic should be relevant to one of the subjects discussed in class, but be creative. Think of this as your own personal project, which means choosing a topic you find interesting or problematic. I must emphasize this because every year I have students who try to get away with cheating: **If you do not write your own essay, I WILL know**. You've done so great all semester, don't ruin it at the last minute.

Assessment breakdown

Assessed area	Percentage
Ability to comprehend course material and engage with it critically	40%
Demonstration of knowledge on the subject, regardless of their argument	30%
Ability to clearly and coherently convey academic ideas in English	30%

Assignment 6: Mid-Term Exam

The purpose of this exam is to test your knowledge, comprehension and ability to apply the concepts as well as ideas covered in this course. The exact format of the exam will be announced in due time.

Assessment breakdown

Assessed area	Percentage
Ability to demonstrate the knowledge of the concepts and themes of the course	50%
Argumentative, analytical skills	50%

Assignment 7: Final Exam

The purpose of this exam is to test your knowledge, comprehension and ability to apply the concepts as well as ideas covered in this course. The exact format of the exam will be announced in due time. Before the exam, we will do a review in class.

Assessment breakdown

Assessed area	Percentage
Ability to demonstrate the knowledge of the concepts and themes of the course	50%
Argumentative, analytical skills	50%

9. 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. Students who are absent 35 percent of classes will be failed (or administratively withdrawn from the course if most absences are excused). Students might also be marked absent if they miss a significant part of a class (by arriving late or leaving early) as specified in the syllabus.

Absence excuse and make-up options

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

Assignments missed due to unexcused absences cannot be made up which may result in a decreased or failing grade as specified in the syllabus.

Students whose absence has been excused by the Dean of Students are entitled to make up assignments and exams provided their nature allows for a make-up. 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 (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.

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.

10. 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:

Approved by and when: