

Murphy

HST 101

Fall 2025

# **HST 101**

## **America to 1865**

M/W 9:30-10:25

Prof. Murphy (she/her)

Physics Building Stolk

Student hours: Wednesdays, 10:30-12:30,

Eggers 520, or via Zoom (email [for link](#))<sup>1</sup>

[temurphy@syr.edu](mailto:temurphy@syr.edu)

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<sup>1</sup> “Warmed up” syllabus by labeling office hours as student hours, and increased accessibility by offering multiple ways to contact instructor



Map of America by Sebastian Munster, 1561.

## Course Description (Myslice)

Founding and development of institutions. The Revolution and the new nation. Problems of growth and sectionalism. Challenge to the union.

## Additional Course Description

**Welcome to HST 101!**<sup>2</sup> This introductory course surveys the history of the region that became the United States from the period just prior to the arrival of Europeans until the Civil War (roughly 1500-1865). Major themes to be elaborated through lectures, readings, and discussion sections include migration; free and forced labor; and the evolving place of **North** America in the wider world. Over the course of the semester, **we will explore**<sup>3</sup>:

- How did the free and forced movement of people to and across North America affect environment, demography, and society?

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<sup>2</sup> Added a welcome statement to the syllabus. I will also send a welcome email prior to the beginning of the course, and include that welcome email on our Blackboard landing page to “warm up” the syllabus. I also created a short poll that will be sent to students prior to the beginning of the semester, and plan to share results as infographics on the first day of class to give all class members a sense of their fellow students’ background and goals. Questions on the anonymous poll include year, major, prior exposure to/experience with History classes, and level of excitement about this class. My goal with the poll is to increase community on the first day by having an open discussion about the varied experiences and expectations we bring to class.

<sup>3</sup> Warmup language

- How and why did the roles assigned to—and the possibilities available to—different members of society evolve?
- How and why did the ‘United States’ emerge, and what roles did the new nation play in broader global events?

## Audience

This course is geared towards undergraduate students seeking to gain or improve knowledge of early U.S. history. No prior college history courses are required.

## Credits: 3

## Learning Objectives

After taking this course, ~~you~~<sup>4</sup> will be able to:

- ~~Gain an understanding of key people, events, and phenomena in early American history, and situate them in appropriate historical context~~ Identify key people, events, and phenomena in early American history, and explain their impact on past and current events
- ~~improve oral communication and debate skills by engaging in respectful scholarly discussion with classmates and instructors~~ Demonstrate oral communication and debate skills by engaging in respectful scholarly discussion and debate with classmates and instructors
- ~~build critical inquiry skills by learning to identify and contextualize primary sources~~ Identify, analyze and assess a variety of written, visual, and physical artifacts that can serve as historical evidence (or what historians refer to as “primary sources”)
- ~~refine writing skills by formulating short papers~~ Generate short written assignments by identifying, analyzing, and deploying primary and secondary sources<sup>5</sup>

## Required Course Texts

Our main course text, *American Horizons*, is integrated into our Blackboard course site as an e-book. ~~You can access it~~<sup>6</sup> from the “Textbook: American Horizons” link on our main page. ~~For students who prefer audiobooks, the e-book includes a “read aloud” feature; to locate it, use the drop-down menu under the ellipses (...) in the upper right corner of the textbook.~~<sup>7</sup> ~~You should~~ also purchase a copy (e-book or physical book, according to ~~your~~ preference) of the book below:

<sup>4</sup> Warmed up syllabus language by changing all instances of “students” to “you” (outside of SU-provided syllabus language, which I retained in original form)

<sup>5</sup> Revised all learning goals based on Bloom’s taxonomy. Split some larger learning goals into smaller components to make them more measurable. Focused on reverse engineering by thinking about what I wanted students to take away and going backwards from there. Thought about how to clearly align assignments to learning outcomes. Operated from the premise of “what are students going to learn from this class that they can take with them going forward?”

<sup>6</sup> Warmed up language (“You can” vs. “students must”)

<sup>7</sup> Provided multiple ways to engage with course material

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**Commented [TM3]:** Revision: Demonstrate oral communication and debate skills by engaging in respectful scholarly discussion and debate with classmates and instructors

**Commented [TM4]:** Identify, analyze and assess a variety of written, visual, and material sources that can serve as historical evidence [primary sources]

**Commented [TM5R4]:** Construct an argument by selecting, summarizing, and assessing primary sources

**Commented [TM6]:** Generate short written assignments by identifying, discussing, and analyzing primary and secondary sources

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Erica Armstrong Dunbar, *Never Caught: The Washingtons' Relentless Pursuit of their Runaway Slave, Ona Judge* (ISBN: 1501126393).

- You may buy a used copy or e-book, but **make sure you do NOT buy the young readers' version!** you are buying the original (rather than the young readers) version!<sup>8</sup>

## Assignments and Grading

- Discussion section: 20%
  - Your weekly discussion section is the place where you will put what we learn into practice through individual and small group assignments.<sup>9</sup> Therefore, regularly participating in your discussion section is the best way to understand our course material. You will attend your discussion section each week, on time, having completed all assigned readings in advance; meeting this basic expectation will earn a grade of 'B' (17/20). If you wish to earn an 'A' in this element of the course, you must do more than simply show up; you should demonstrate your engagement with course readings by regularly offering thoughtful contributions to small group and class-wide discussions and activities. Your grade in discussion section is determined by your TA, who is an expert in History, so you should afford them the same respect you would any instructor! If you are experiencing difficulties with attendance, participation, or any other aspect of section, please contact your TA to discuss the situation. The professor will only intervene if you have first reached out to your TA. Your TA is your first point of contact for this course, and is a valuable resource for course assignments, policies, and to discuss History in general!<sup>10</sup>**
- First short paper: 15%
  - This 3-4 page paper (1,000-1,250 words), which will be based on our assigned primary sources, will be due via Turnitin on Blackboard by 9:30 a.m. on Monday, Sept. 17. More details will be provided in class.**
  - This 3-4-page paper gives you an opportunity to select, analyze, and assess primary sources, and use these sources to formulate a historical argument.<sup>11</sup>**

<sup>8</sup> Warmed up language (from negative to positive)

<sup>9</sup> The relationship between the discussion sections and large lectures is the element of the course I am most trying to reconfigure. The need to balance my wellness, my students' wellness, and the wellness of my 5 TAs (each of whom has 3 sections of up to 20 students each, for a total of up to 60 students) creates challenges. I included more deliberate language about the purpose of discussion sections (alignment), and emphasized them as spaces for in-class practice time and peer-to-peer (small group) activities. I have also used many CRI resources to generate a list of ideas for my TAs about how to create a psychologically safe classroom climate, including: co-creating a "bucket list" of ways students can show engagement; openly discussing (and possibly voting on) class policies re: use of technology, absences, and lateness; distributing a first-day questionnaire that gives the TA information about the student and their specific goals for the course, and using those goals to reinforce the importance of engaging with discussion section.

<sup>10</sup> Tried to warm up the language here—a challenge I've had in the past is that students try to "go over" their TAs head by coming directly to me as the professor, whereas I want them to view their TA as a key instructor and resource whose authority and expertise should be respected.

<sup>11</sup> I am still thinking through assignments, particularly in the age of generative AI. I think I will still use writing assignments, as analyzing sources and learning how to build an argument is a skill that students can take from a History class and apply in any number of contexts. However, it no longer makes sense to give them a prompt and

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- Midterm exam: 20%
  - The midterm will be ~~held during our normal class time (9:30-10:25) on Wednesday, October 10.~~ Makeups will only be scheduled in case of a documented medical emergency (simply visiting the doctor/health center is **NOT** an emergency). The midterm exam is composed of multiple choice, T/F, chronological ordering, and short answer questions. The midterm gives you an opportunity to demonstrate your understanding of key historical concepts, events, and actors, describe their relationship[s] to one another, and assess their impact on past and current events.<sup>12</sup>
- Second short paper: 20%
  - This 5-6 page paper (1,250-1,500 words), which will be in response to *Never Caught*, will be due via Turnitin on Blackboard by ~~5 p.m. on Friday, Nov. 21.~~ More details will be provided in class. This 5-6-page paper gives you an opportunity to demonstrate your understanding of how historians use primary sources to formulate arguments. You will illustrate your understanding of *Never Caught* by constructing an argument in response to one of three prompts.<sup>13</sup>
- Final exam: 25%
  - Our final exam is scheduled by the university and cannot be changed. It will be held on **Monday, December 15, 7:30-9:30 p.m.** **No alternate dates or times will be offered, so make any holiday travel plans accordingly<sup>14</sup>.**

**Commented [TM12]:** REVISION: The midterm exam is composed of multiple choice, T/F, and short answer questions and a short (1,000 word) essay. The midterm gives you an opportunity to demonstrate your understanding of key historical concepts, events, and actors, describe their relationship[s] to one another, and assess their impact on past and current events.

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**Commented [TM13]:** REVISION: This 5-6-page paper gives you an opportunity to demonstrate your understanding of how historians formulate arguments. You will illustrate your understanding of *Never Caught* by constructing an argument...

## Course Policies

- <sup>15</sup>I reserve the right to alter or amend the syllabus as necessary throughout the semester.
- Attendance: Participation in your weekly discussion section is essential to your success in this course.** In order to succeed, you will need to complete the week's reading

send them on their way; instead, I plan to use discussion sections to scaffold assignments, and assign small point values to each step. For example, students will complete an in-class exercise that asks them to dissect a primary document (what is it, when was it created, for whom, by whom, what was its purpose, what can it/can it not tell us). Students will later complete another exercise where they select the primary source[s] on which they want to base their paper, and justify their selection, and another where they draft and workshop a thesis statement with peers.

<sup>12</sup> Tried to increase alignment between course goals and assessment by explaining the purpose of the midterm. I do not think this is the best way to measure student learning, but it also reduces the grading burden on the TAs, which is something I have to keep in mind with respect to wellness. One option I'm exploring is to have them complete small parts of the midterm in weekly discussion section (e.g. each week they write an in-class short answer related to one or more of the terms) and then having a midterm that consists of chronological ordering, true/false, and matching in lecture, with ample time to complete and some comfort in the knowledge that they've already completed a big chunk of the midterm over the course of the preceding weeks.

<sup>13</sup> Attempted to increase alignment between learning goals and assessment.

<sup>14</sup> I will probably move away from this in favor of completing several smaller assessments/quizzes in section and having one smaller summative assessment in our final class session (similar to what I'm envisioning for the midterm)—one option here would be to have students come up with some key overarching questions in advance, and give them an opportunity to answer them during our final class session. With 300 students, there are too many who understandably seek accommodations related to end of semester travel or other commitments, and it's a tax on my and their wellness to make so many alternate arrangements. Again, the challenge becomes how to balance how much grading the TAs do with the learning goals of the course...

<sup>15</sup> I move some of the SU-wide policies (e.g. attendance on first day) to the end of the syllabus, but these course-specific policies are important to my classroom climate and I want to ensure everyone is familiar with them. These are policies I also discuss with students on the first day, and refer to as necessary throughout the semester.

**Deleted: University Attendance Policy** Attendance in classes is expected in all courses at Syracuse University. Students are expected to arrive on campus in time to attend the first meeting of all classes for which they are registered. Students who do not attend classes starting with the first scheduled meeting may be academically withdrawn as not making progress toward degree by failure to attend. It is a federal requirement that students who do not attend or cease to attend a class to be reported at the time of determination by the faculty. Faculty should use "ESPR" and "MSPR" in Orange Success to alert the Office of the Registrar and the Office of Financial Aid. Students should also review the university's religious observance policy and make the required arrangements at the beginning of each semester.

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before your section and come prepared to engage with what you've read through in-class exercises and activities. If you do not attend and engage in section, you will be unable to earn points for this element of the course. Whether you choose to attend lecture is up to you, as attendance will not be taken at lecture. However, you will learn more (and almost certainly do better!) in this course if you attend lectures and take notes.

- **Technology in the classroom:** Technology can be a great learning tool, but it can also be a distraction to you and your colleagues. During lecture, **mobile devices must be silenced and put away please silence and store your mobile devices. To promote student engagement and minimize distractions, students who wish to use a laptop during lecture are invited to sit in**<sup>16</sup>**the first 4 rows of our lecture hall.**<sup>17</sup>
- **Communications policy:** During normal working hours, (i.e., Monday-Friday, 9 a.m.-5 p.m.), **please allow 24 hours for a response to email.** If you send an email over the weekend, please be aware that you may not receive a response until the resumption of normal working hours (i.e., Monday). For questions related to your discussion section, including attendance-related concerns, please contact your TA rather than the professor. Emails should always be cordial and professional, and begin with a formal address (i.e. "Dear Professor Murphy," rather than "Hey").<sup>18</sup>

**Deleted:** Failure to attend and/or participate in your assigned section will result in a lower grade, as determined by your TA

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**Deleted: <#>Academic integrity:** "Syracuse University's [Academic Integrity Policy](#) reflects the high value that we, as a university community, place on honesty in academic work. The policy holds students accountable for the integrity of all work they submit and for upholding course-specific, as well as university-wide, academic integrity expectations. The policy governs citation and use of sources, the integrity of work submitted in exams and assignments, and truthfulness in all academic matters, including course attendance and participation. The policy also prohibits students from: 1) submitting the same work in more than one class without receiving advance written authorization from both instructors and, 2) using websites that charge fees or require uploading of course materials to obtain exam solutions or assignments completed by others and present the work as their own. Under the policy, instructors who seek to penalize a student for a suspected violation must first report the violation to the Center for Learning and Student Success (CLASS). Students may not drop or withdraw from courses in which they face a suspected violation. Instructors must wait to assign a final course grade until a suspected violation is reviewed and upheld or overturned. Upholding Academic Integrity includes abiding by instructors' individual course expectations, which may include the protection of their intellectual property. Students should not upload, distribute, or otherwise share instructors' course materials without permission. Students found in violation of the policy are subject to grade sanctions determined by the course instructor and non-grade sanctions determined by the School or College where the course is offered, as described in the Violation and Sanction Classification Rubric. Students are required to read an online summary of the University's academic integrity expectations and provide an electronic signature agreeing to abide by them twice a year during pre-term check-in on MySlice."<sup>19</sup>

**Turnitin policy:** "This class will use the plagiarism detection and prevention system Turnitin. You will have the option to submit your papers to Turnitin to check that all sources you use have been properly acknowledged and cited before you submit the paper to me. I will also submit all papers you write for this class to Turnitin, which compares submitted documents against documents on the Internet and against student papers submitted to Turnitin at SU and at other colleges and universities. I will take your knowledge of the subject matter of this course and your writing level and style into account in interpreting the originality report. Keep in mind that all papers you submit for this class will become part of the [Turnitin.com](#) reference database solely for the purpose of detecting plagiarism of such papers." For help with appropriate writing and citation practices, students should make use of the writing center.<sup>20</sup>

Original class materials (handouts, assignments, tests, etc.) are the intellectual property of the course instructor. Y... [1]

## Course Schedule<sup>19</sup>

SESSION	DATE & TOPIC	READ *BEFORE* LECTURE	READ *BEFORE* SECTION	REMINDERS
		<a href="#">Unit 1:</a> <sup>20</sup> Early Americas		

<sup>16</sup> Warmup language

<sup>17</sup> This policy generated a lot of discussion at my table, but it's one that I have used for several years and that I find works well. I post my lecture slides to BB, so students do not need to take copious notes. On the first day, we have a discussion about the craziest (PG!) things they have observed their classmates do on a laptop in other classes (e.g. streaming video games, creating a fantasy badminton team). I then ask them what the topic of that day's class/lecture was—none of them remember. I use this to illustrate how distracting laptop use can be, especially in such a large class, and remind them that lecture slides will always be available to them, but their main opportunity to \*engage\* with those slides comes during lecture. During the first lecture, I then invite any students who want to keep using their laptop to relocate to the first few rows, and instruct those who choose not to to close their laptops. I issue a class-wide reminder of this laptop policy for the first few lectures (without calling out any students who are using their laptops in other rows). Later in the semester, I may have to invite a specific students to come down if they want to keep using their laptop, but overall this policy tends to work well.

<sup>18</sup> I explain this communications policy to students on the first day, and refer to it at times when email piles up (e.g. mid semester). I see it as an opportunity to help students understand professional etiquette that might be unfamiliar.

<sup>19</sup> This table is also the first things students see on our course Blackboard page; I find it useful to keep them on track for each session and on top of due dates.

<sup>20</sup> I broke the course schedule into units (modules) to provide more scaffolding. I am also trying to align assessments with the modules (e.g. the activities in module 1 will help students meet learning goal 3—identifying primary sources); the midterm and final help students meet learning goal 1—identifying and explaining the impact of key people, events, and phenomena; the second paper helps students meet learning goal 4—generate short written assignments. Moving forward, I may move to a specific assessment at the end of each module, I am just not sure yet what these assessments would be...



1.1	8/25- Introductions	No reading.		
1.2	8/27- Native America	<i>American Horizons (AH)</i> , 5-12	AH 1.1, "Origin of disease and medicine"	Go to your first discussion section!
2.1	9/1- Labor day- <b>No class</b>	No reading.		<b>No lecture on Monday</b>
2.2	9/3- New Worlds for All	AH, 13-38	A.H. 1.3, "Letters from Afonso, King of Kongo" & A.H. 1.4, "Account of the Northern Conquest & Discovery of Hernando de Soto"	
3.1	9/8- Other Americas	AH, 44-72		
3.2	9/10- Anglo America I	AH, 79-86	A.H. 2.3, 2.5, & 3.1	
4.1	9/15- Anglo America II	AH, 89-101		**Deadline to drop class 9/15**
		<u>Unit 2: The Road to Revolution</u>		
4.2	9/17- Expansion	AH, 129-142 & 157-166	A.H. 3.4, 4.1, & 5.3	<u>First paper due via Turnitin on Blackboard</u>
5.1	9/22- Fracture	AH, 143-151 & 171-181		
5.2	9/24- Revolution	AH, 182-191	A.H. 6.2, 6.4, & 6.5	
6.1	9/29- Revolution II	AH, 203-218		
6.2	10/1- A Revolutionary Nation	AH, 229-246	A.H. 6.6, 7.2, & 7.3	
7.1	10/6- Study day <sup>21</sup>	No reading	No reading- study for midterm	
7.2	10/8- <b>Midterm</b> <sup>22</sup>			No discussion section this week
8.1	10/13- FALL BREAK	No reading		
		<u><b>Unit 3: Building a Nation</b></u>		

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<sup>21</sup> I currently have one "study day" and one "no lecture" day built into the syllabus; this is intended to be wellness-aware, as it gives me some wiggle room if a lecture doesn't occur due to illness or other unforeseen circumstance. If I move to having an in-class assessment rather than a final lecture in place of the scheduled final exam, I will have one fewer canceled class, which is an important consideration. If I make the midterm low-stakes, I will relabel the "study day" as an off day and hold it some other time.

<sup>22</sup> I will circulate a class-wide anonymous feedback survey prior to the midterm to see what is and is not working for students

8.2	10/15- Building a Republic	AH, 247-256	A.H. 7.6 & 8.5 <i>Never Caught (NC)</i> , Chapters 1-3	
9.1	10/20- The Republic at War	AH, section 8.5 ("The War of 1812")		
9.2	10/22- Market revolutions	AH, Chapter 10	A.H. 8.5, 8.6, & 10.6 NC, Ch. 4-7	
10.1	10/27- Growth in the West	AH, 297-312		
10.2	10/29- Growth in the world	AH, 314-326	A.H. 9.5, 11.1 NC, Ch. 8-10	
11.1	11/3- A New America: Indigenous Removal	AH, section 11.1		
11.2	11/5- A New America II: Labor in Black and White	AH, sections 11.2-11.4x	A.H. 10/4, 11.2, 11.6, & Jackson's message to Congress on Indian removal (Blackboard) NC, Ch. 11-epilogue	
<b>Unit 4: Fracture</b>				
12.1	11/10- No lecture			
12.2	11/12- The Age of Reform	AH, Chapter 12	A.H. 11.3, 12.3, & 12.4	
13.1	11/17- The 'Peculiar Institution'	AH, 448-463		
13.2	11/19- Two Americas/The coming of War	AH, Chapter 13	A.H. 13.5 & 13.6	<b><u>Never Caught paper due 11/21 by 5:30 p.m. via Turnitin on Blackboard</u></b> **Withdrawal deadline 11/21**
<b>14.1-14.2: BREAK</b>	11/24-28- NO CLASS, THANKSGIVING	NO READING		No lectures of discussion sections this week
15.1	12/1- The Civil War	AH, Chapter 14		
15.2	12/3- The Civil War II		A.H. 14.1, 14.2, & 14.3	
16.1	12/8- Reconstruction	AH, Chapter 15	A.H. 14.6, 15.1, 15.3, & 15.6	No discussion sections- prep for final exam!

Deleted: *Never Caught* paper due 11/20 at 9:30 a.m. via Turnitin on Blackboard



FINAL EXAM	12/15, 7:30-9:30 P.M.	FINAL EXAM	Note that final exam times are set by the university and cannot be changed. Alternate dates/times will not be available, so plan your travel accordingly!	
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## University Policies & Resources<sup>23</sup>

- **Attendance:** Attendance in classes is expected in all courses at Syracuse University. It is a federal requirement that faculty promptly notify the university of students who do not attend or cease to attend any class. Faculty will use Early-Semester Progress Reports and Mid-Semester Progress Reports in Orange SUccess to alert the Registrar and Financial Aid Office on non-attendance. For more information visit: [Information for Students: Non-attendance or Stopped Attending](#)
- **Religious observances:** [Syracuse University's Religious Observances Policy](#) recognizes the diversity of faiths represented in the campus community and protects the rights of students, faculty, and staff to observe religious holy days according to their traditions. Under the policy, students are given an opportunity to make up any examination, study, or work requirements that may be missed due to a religious observance, provided they notify their instructors no later than the academic drop deadline. For observances occurring before the drop deadline, notification is required at least two academic days in advance. Students may enter their observances in MySlice under Student Services/Enrollment/My Religious Observances/Add a Notification.
- **Accommodations for students with disabilities:** Syracuse University values access and inclusion; we are committed to a climate of mutual respect and full participation. There may be aspects of the instruction or design of this course that result in barriers to your inclusion and full participation in this course. I invite any student to contact me to discuss strategies and/or accommodations (academic adjustments) that may be necessary to ensure equitable access, and to collaborate with the Center for Disability Resources (CDR) in this process.
  - If you would like to discuss disability-related accommodations or register with CDR, please visit [Center for Disability Resources](#). Please call (315) 443-4498 or email [CDRspecialist@syr.edu](mailto:CDRspecialist@syr.edu) for more detailed information. CDR is responsible for coordinating disability-related academic accommodations and will work with the student to develop an access plan. Since academic accommodations are generally not provided retroactively, please contact CDR as soon as possible to initiate this process.
- **Academic Integrity<sup>24</sup>:** As a pre-eminent and inclusive student-focused research institution, Syracuse University considers academic integrity at the forefront of learning, serving as a core value and guiding pillar of education. Syracuse University's Academic Integrity Policy provides students with the necessary guidelines to complete academic work with integrity throughout their studies. Students are required to uphold both course-specific and university-wide academic integrity expectations such as crediting your sources, doing your own work, communicating honestly, and supporting academic integrity. The full Syracuse University Academic Integrity Policy can be found by visiting [go.syr.edu/academic-integrity](http://go.syr.edu/academic-integrity), selecting, "Academic Integrity," and "Expectations and Policy."

<sup>23</sup> I moved required language to the end of the syllabus so that students still have it as a resource (and I meet guidelines) but they have a clearer sense of what's important to this course.

<sup>24</sup> I will include the academic integrity policy on each graded assignment, as well as an AI policy specific to the individual assignment

- Upholding Academic Integrity includes the protection of faculty's intellectual property. Students should not upload, distribute, or share instructors' course materials, including presentations, assignments, exams, or other evaluative materials without permission. Using websites that charge fees or require uploading of course material (e.g., Chegg, Course Hero) to obtain exam solutions or assignments completed by others, which are then presented as your own violates academic integrity expectations in this course and may be classified as a Level 3 violation. All academic integrity expectations that apply to in-person assignments, quizzes, and exams also apply online.
- Students found in violation of the policy are subject to grade sanctions determined by the course instructor and non-grade sanctions determined by the School or College where the course is offered. Students may not drop or withdraw from courses in which they face a suspected violation. Any established violation in this course may result in course failure regardless of violation level.
- **Artificial Intelligence policy:** Based on the specific learning outcomes and assignments in this course, artificial intelligence is permitted in specific instances. See each assignment, quiz, or exam instructions for more information about what artificial intelligence tools are permitted and to what extent, as well as citation requirements. If no instructions are provided for a specific assignment, then no use of any artificial intelligence tool is permitted. Any AI use beyond that which is detailed in course assignments is explicitly prohibited except when documented permission is granted.

### Syracuse University Grading Table

Grade	Grade points/credit
A	4.0
A-	3.66
B+	3.33
B	3.0
B-	2.66
C+	2.33
C	2.0
C-	1.66
D	1.0
F	0

