US and ATUS History:
Course and Department Policies on Academic Integrity and Use of AI

Preface and Pedagogical Rational

The purpose of the Academic Integrity Policy is to help Lab students become skilled, productive, responsible, and reliable writers, readers, and researchers, confident enough to do excellent work in any internship, college course, or future job, and capable of making scholarly contributions in History and the Social Sciences. To build every student's long-term competence, confidence, and academic success, we train every student to identify, practice, and consistently uphold the highest standards of academic integrity in every aspect of their writing, research, test-taking, and completion of assignments. That means: *choosing* the higher and harder road of working to become a strong and self-reliant writer and researcher; *recognizing* that since plagiarism and cheating are usually a function of bad planning rather than bad character, students must give themselves the gift of enough time to practice and develop the skills needed to become strong, confident readers, researchers and writers; *rigorously analyzing and rigorously attributing* sources; and *appreciating* the extent to which our health, safety, and happiness are reliant upon the hard-won competency and academic/professional integrity of many others (physicians, veterinarians, architectural engineers, nuclear physicists, teachers, climate scientists, automotive engineers, air traffic controllers, etc.) and *resolving* to pay that integrity and trust forward.

Completing Assignments

Failure to complete a major assignment in this course will result in no credit/a failing grade for the term. Teachers determine whether an assignment is major or minor when developing the course.

Academic Honesty: Guidelines and Rules

Borrowing the **words, ideas, research efforts, and work** of others, without acknowledging it, whether in the assignment you submit, or in the process of creating that assignment, is considered plagiarism. This pertains to words, ideas, research efforts, and work that appears in print, on-line, or in any other form of media such as audio, video, etc. This also pertains to the use of AI; using any type of AI program or application for any part of any assignment in this course, whether in the assignment you submit, or in the process of creating that assignment, is considered plagiarism and is not allowed. Other forms of plagiarism and academic dishonesty include but are not limited to: cheating, copying other's assignments or allowing others to copy your assignments; recycling your own or a friend or sibling's assignments from this or other courses; submitting work that was created, modified, or revised by another person or source; and closely paraphrasing the words, ideas, project/paper structure, and work of others without acknowledgement. A special caution about Google docs - if you have someone review your assignment, be sure that they are not writing or suggesting content or ideas; they may ask questions in a comment to help guide your thinking and writing. See the student handbook for further explanation, including on use of AI.

This policy is very similar to the English Department's policy with the caveat that in History courses, you will be analyzing and interpreting Primary and Secondary Sources written by a variety of author(s), in a variety of genres (newspapers, letters, speeches, diaries, maps, photographs, novels, films, poetry, podcasts, radio, etc.) Every PS and SS you use for your assignments must be properly annotated and cited in your bibliography, whether or not you quoted the source in your paper.

Academic dishonesty on any part of any assignment, during any stage of its development, will be reported to the Dean of Students and to your parents/guardians. In addition, academic dishonesty can have a significant impact on your grade:

- Academic dishonesty on an assignment will earn an "F" or "Not Demonstrated" credit on that assignment.
- The teacher will determine whether and to what extent any plagiarized assignment must be completed, modified or re-done so that the student can demonstrate learning objectives. In the case of a major assignment, the student will be required to re-do the work or complete an alternate assignment. This requirement is in place because students must complete all major assignments in order to earn a passing grade for the term; submitting an assignment that does not demonstrate **the student's own close reading, analysis and interpretation of texts, critical thinking, research skills, and original thesis and writing** means that the student did not complete the assignment. Feedback will be provided on the re-do or alternate assignment to enhance learning objectives.
- The first incidence of plagiarism or academic dishonesty will result in a .5 reduction of the letter grade for the term (e.g. A to A-)
- A second incidence of academic dishonesty on a major assignment during the same course–including on the next draft of the assignment where the initial academic dishonesty occurred–can result in further grade reduction or even failure for the term - including a second referral to the Dean of Students and communication to parents/guardians.

Artificial intelligence

The ATUS and US History curricula have been intentionally designed to help students develop essential lifelong skills including: critical and independent thinking; creativity; close textual reading and accurate interpretation; strong, independent, self-reliant communication both written and oral; time and project management, and long-term planning; dynamic and productive collaboration and team work; and a thoughtful, methodical approach to research that gives students deeper knowledge of the both the topic and context, leads to the discovery of even unusual or obscure sources, and enables the creation of original arguments and accurate conclusions. The use of generative AI undermines the learning, practice, and strengthening of these skills, therefore its use is not allowed in ATUS and US History.

Of even more concern, as observed by Oakley, et.al. in *The Artificial Intelligence Revolution: Challenges and Opportunities,* (Springer, Preprint, Rangeley and Fairfax, eds.),

> "*In an era of generative AI and ubiquitous digital tools, human memory faces a paradox: the more we offload knowledge to external aids, the less we exercise and develop our own cognitive capacities. This chapter offers the first neuroscience-based explanation for the observed reversal of the Flynn Effect—the recent decline in IQ scores in developed countries—linking this downturn to shifts in educational practices and the rise of cognitive offloading via AI and digital tools.*"

Some word prediction software may be permitted in accordance with a student's approved accommodations.
- Google Docs includes grammar check, spellcheck, and thesaurus options which are permitted during the process of writing/drafting; properly used, these tools can actually help you improve your writing and revision skills.
- *Generative AI refers to software such as ChatGPT, Gemini, Grammarly (beyond a basic subscription), or plug-in tools that generate ideas, content, structure or language for you. Use of these tools is not allowed for any assignments in this course. Restrictions include, for example, using AI to: "read" and summarize content of a source; come up with a topic, thesis statement, or evidence; change the style of your writing; compose sentences or paragraphs for an assignment, etc. Please adjust your computer settings to restrict, block, eliminate, or turn off (you may need to restrict these tools in your computer settings.)
- You must adhere to assignment guidelines, re: by being able to demonstrate the entire process by which you created your assignment.
- If you do not follow the prescribed process steps for an assignment or your teacher cannot discern the development of your own ideas and writing; if your work does not fit the parameters of an assignment or contains false information; if your bibliography contains sources that are irrelevant, suspicious, or non-

existent; if your voice and style on an assignment is absent or noticeably different from your other work in this and/or other courses; or if you are unable to provide an in-depth explanation of the development and content of your research question and thesis answer, your understanding and use of your sources, your choice of evidence, or other components of your paper, the teacher reserves the right to require you to re-do the assignment under enhanced supervision, and likely will determine that your work demonstrates academic dishonesty.

- Again, using generative AI to complete any part of an assignment in this course, without your teacher's explicit permission and specific acknowledgement of that use, is considered academic dishonesty and will result in the procedures outlined above.

Department Policy on Academic Integrity

	Level 1	**Level 2**	**Level 3**
Student Examples	Overly-close paraphrasing Errors in citation format Using images without proper citations	Recurrences of level 1 offenses	Direct copying of essay content from another source Distributing content of tests to other students Presenting group work as one's own individual work Unauthorized collaboration on any individual assignment Unauthorized use of artificial intelligence technology on class assignments, electronic, print or verbal.
Teacher Response	*Discussion with student and opportunity for revision*	*Reduction of one full letter grade for first recurrence of level 1 offense; two full letter grades for second recurrence; etc.*	*Zero on assignment / assessment; offense reported to Dean of Students*