SECS 6330: Covert Action and Hybrid Warfare

Instructor

Armin Krishnan

Phone

252-328-6156

Email

krishnana@ecu.edu

Office Location

Brewster A.119

Office Hours

Tue/ Wed 1pm to 4pm

Course Overview

Covert action has been an aspect of American statecraft since the War of Independence and it continues to be an important foreign policy tool used by many governments. This course will explain the uses and limitations of covert action in a theoretical and historical context. It will provide an overview of both Western and Soviet/ Russian approaches to covert action and of notable covert operations. The course will discuss the contemporary relevance of covert action in terms of counterterrorism, cyber warfare, and what has been termed 'hybrid warfare' or the use of non-military means for destabilizing other governments.

Course Objectives

After taking this course students will be able to:

- Define covert action and hybrid warfare and apply the concepts to historical and contemporary unacknowledged activities of governments abroad.
- Explain the main principles of covert action and analyze the uses and limitations of covert action.
- Differentiate the main types of covert action, including propaganda, political action, coup d'etats, and paramilitary operations.
- List and debate the arguments in favor and against the use of covert action as a foreign policy tool.
- Distinguish Western and Soviet/ Russian approaches to covert action in a historical context.
- Discuss the contemporary relevance of covert action in relation to the War on Terror and counterterrorism.
- Assess the validity of the Russian argument that 'color revolutions' are a Western method of regime change.
- Critique the concept of 'hybrid warfare' as a means of characterizing hostile political activities sponsored by the Russian government.

- Assess the extent to which Russian 'active measures' represent a threat to US national security and US democracy.
- Analyze how the cyber domain may affect the practice of covert action and covert operations in the future.
- Investigate the role and importance of covert action and hybrid warfare in contemporary and future US foreign policy.

Required Text

There are many books that cover covert action (a short list can be found in the syllabus), which makes it difficult to find one book that would be best for this course. The instructor recommends to students to purchase the book below because it offers more of a theoretical perspective to the topic.

- **Roy Godson. *Dirty Tricks or Trump Cards? U.S. Covert Action and Counterintelligence*. New York: Routledge, 2017.**

Assessment

Multiple means of assessment will be used in this course, namely quizzes, discussions, essays, and a final exam. The assignments will be weighted in the following way:

Assignment	Weighting
Weekly Quizzes	24% or 2% each
Weekly Discussions	40% or 4% each
Essays	26% or 13% each
Final Exam	10%

Weekly Quizzes

Every student must complete a short multiple-choice quiz on the weekly lecture and the weekly readings. The quizzes are the prerequisites for the weekly discussions. The quizzes are timed at 15 minutes and must be completed once they are started.

Weekly Discussions

In addition, every student must write altogether ten discussion posts of a length of about 250 to 300 words. Each discussion post relates to the topic of the respective week and should contain an argument in relation to the question and refer to relevant facts. Each discussion post should also refer to the weekly reading material. Additional sources should be referenced. Students must also respond to the discussion post of a fellow student with a comment of about 100 words. The table below indicates the grading criteria for discussion posts.

	<70	**<80**	**<90**
Ability to summarize a complex factual background	Some information is missing or the topic is not clearly identified.	Most relevant information is presented but the core analytical elements are not clearly identified.	Key facts are presented in an original, succinct, and analytical manner.
Critical thinking	Flat and imprecise writing; flaws in the analysis, no critical understanding of the topic.	Good use of sources and/or arguments, but no critical/independent understanding of the topic analyzed.	The work reveals a personal and theoretically driven understanding of the analyzed topic.
Structure, writing, and references	The argument is not developed in a coherent way; Language is poor. References are incomplete and the quoting system is not coherent. Less than 1 good references.	Some important conceptual and analytical pitfalls in the development of the argument; the writing is hard to read. At least 2 good references.	The argument is developed in a coherent and appropriate way; Language is overall correct; At least 3 good references covering factual background and theories.
Peer Response	Response simply repeats the content in the initial post or provides irrelevant/ inappropriate commentary or is substantially too short.	Response provides somewhat meaningful but not constructive feedback; Response does not advance the discussion that were raised in the initial post or is too short.	Response provides substantive, meaningful, and constructive feedback, and advances the discussion of the original post and is at least 100 words long.

Essays

All students have to submit two 3,000-word essays. **The first essay is due** on Friday of week eight (**March 7, 2025**) and **the second essay is due** on Friday of week eleven (**March 28, 2025**). The essays have to meet the following requirements:

- The approximate length should be 3,000 words – essays that are substantially over or under the word limit will receive a grade penalty.
- The essays must have a hypothesis in relation to the question that is clearly stated in the introduction and that can be proven or disproven.
- The essays must be structured: they must have an introduction, main body, and conclusion – the main body has to logically divide the topic into component parts.
- The essays must include references to multiple sources – there should be at least two or three references to different sources per page.
- The essays must include a bibliography that must list at least ten sources, most of which should be academic or primary sources.
- The essays must conform to academic style and formatting: there must be page numbers, discernible sections, paragraphs, the use of a standard referencing style (e.g. APA or Chicago style), the use of standard margins (1 inch), fonts (Arial or Times New Roman), and font size (12).

Essay Topics
First Essay
1. Discuss the use and effectiveness of anti-Soviet propaganda by the West (US and Britain) in destabilizing the Soviet Bloc during the Cold War period.
2. Discuss the concept of 'blowback' of covert action and analyze to what extent it makes sense to blame the Iranian Revolution of 1979 on the manner in which Shah Reza Pahlavi was installed in 1953 as the ruler of Iran.
3. Why did the U.S. covert intervention in Syria from 2012 to 2017 fail to overthrow the Assad government and what can be learned from this case about the utility and limitations of paramilitary operations?
Second Essay
4. Should the CIA be allowed to operate armed drones to carry out targeted killings of terrorists in neutral countries? Consider issues of accountability, collateral damage, and various forms of 'blowback.'
5. Is the Russian claim that the U.S. government has weaponized "color revolutions" accurate? What is the evidence for the U.S. role in color

Essay Topics	
	revolutions such as the ones in Serbia (2000), the Arab Spring in 2010/ 2011), and Hong Kong *2019) and does it constitute covert action?
6.	Discuss whether Russia is conducting a strategic sabotage campaign in Western Europe and the U.S. and if so, what should or can be done about it?

There will **a final exam in week 15** (**May 1-6, 2025**). The final exam will cover materials covered throughout the course. The exam questions refer to the weekly reading materials and will include objective questions and short essay questions.

Course Schedule

Date	Week	Subject	Assignment
Jan 13	1	**What Is Covert Action?** • Brief history of US covert action • Principles of covert action • Covert Action and international law • Covert action and 'blowback'	**None**
		Part I: Covert Action from a Western Perspective	
Jan 20	2	**Propaganda** • Propaganda during WW II • Propaganda and agents of influence • Propaganda and disinformation • Western propaganda during the Cold War	**Quiz 1** **Discussion 1**
Jan 27	3	**Political Action** • Covert support to political parties • Economic sabotage • Political assassination	**Quiz 2** **Discussion 2**
Feb 03	4	**Coups d' Etat** • Military coups • Strategy for a coup • Planning coups	**Quiz 3** **Discussion 3**
Feb 10	5	**Paramilitary Operations** • Principles and strategy • Paramilitary groups • Escalation risks and blowback	**Quiz 4** **Discussion 4**

Date	Week	Subject	Assignment
		Part II: Soviet/ Russian Active Measures	
Feb 17	6	**Dezinformatsiya** • Soviet active measures • Propaganda themes • Forgeries and disinformation	**Quiz 5** **Discussion 5**
Feb 24	7	**Political Subversion** • Demoralization • AgitProp • Cultural Marxism	**Quiz 6** **Discussion 6**
Mar 03	8	**Assassinations, Terrorism, and Special Operations** • Rationale and principles • Targets and methods • Famous Soviet assassinations	**Quiz 7** **First Essay Due**
		Part III: Covert Action and Counterterrorism	
Mar 17	9	**Extraordinary Rendition** • The CIA rendition program • Secret flights and black sites • Enhanced interrogation techniques	**Quiz 8** **Discussion 7**
Mar 24	10	**Drone Warfare** • Drone technology • Planning and executing drone strikes • Collateral damage and blowback	**Quiz 9** **Discussion 8**
Mar 31	11	**US Special Operations** • US Special Operations Forces • SOF and targeted killings • Notable operations	**Quiz 10** **Second Essay Due**
		Part IV: New Trends	
Apr 07	12	**Privatization and Overt Action** • Privatization of covert action under Reagan • Covert action in the information age • Warlords, mercenaries, and contractors	**Quiz 11** **Discussion 9**
Apr 14	13	**Color Revolutions and Hybrid Warfare** • Democracy promotion and separatism • Theory of nonviolent resistance • Activists, NGOs, and social media	**Quiz 12** **Discussion 10**

Date	Week	Subject	Assignment
Apr 21	14	**Cyber Warfare as Hybrid Warfare** • Cyber sabotage and counterproliferation • Disruptive cyber attacks • Cyber attacks on critical infrastructure	**Quiz 13** **None**
Apr 28	15	**Conclusion/ Exam Revision**	
May 01	16	**Final Exam**	

Weekly Reading Assignments

Week	Text	Weekly Discussion
Week 1	• John Prados. "The Continuing Quandary of Covert Action." *Journal of National Security Law & Policy* (2012), vol. 5, no. 359, pp. 359-372. • David F. Rudgers. "The Origins of Covert Action." *Journal of Contemporary History* (2000), vol. 35, no. 2, pp. 249-262.	• No Discussion
Week 2	• Philip Taylor and N.C.F. Weekes. "Breaking the German Will to Resist, 1944-1945: Allied Efforts to End World War II by Non-Military Means." *Historical Journal of Film, Radio, and Television* (1998), vol. 18, no. 1, pp. 5-48. • Cord Meyer. "The CIA and Radio Free Europe." *Georgetown Journal of International Affairs* (2000), vol. 1, no. 1, pp. 127-130.	• How successful were Allied black propaganda radio operations during WW II?
Week 3	• Kevin O'Brien. "Interfering with Civil Society: CIA and KGB Covert Political Action During the Cold War." *International Journal of Intelligence and Counterintelligence* (1995), vol. 8, no. 4, pp. 431-456. • Kaeten Mistry. "Approaches to Understanding the Inaugural CIA Covert Operation in Italy: Exploding useful Myths." *Intelligence and*	• What are the most important lessons learned from the CIA's covert interference in Italy's 1948 elections?

Week	Text	Weekly Discussion
	National Security (2011), vol. 26, no. 2-3, pp. 246-268. • Jeffrey Richelson. "When Kindness Fails: Assassination as a National Security Option." *International Journal of Intelligence and Counterintelligence* (2002), vol. 15, no. 2, pp. 243-274.	
Week 4	• Ervand Abrahamian. "The 1953 Coup in Iran." *Science & Society* (2001), vol. 65, no. 2, pp. 182-215. • Jaechun Kim. "U.S. Covert Action in Indonesia in the 1960s: Assessing the Motives and Consequences." *Journal of International and Area Studies* (2002), vol. 9, no. 2, pp. 63-85. • Brandon Wolfe-Hunnicutt. "Embracing Regime Change in Iraq: American Foreign Policy and the 1963 Coup d'etat in Baghdad." *Diplomatic History* (2015), vol. 39, no. 1, pp. 98-125.	• Should the US support military coup d'etats in light of the historical experience?
Week 5	• Michael Dunne. "Perfect Failure: The USA, Cuba and the Bay of Pigs, 1961." *The Political Quarterly* (2011), vol. 82, no. 3, pp. 448-458. • John Prados. "Notes on the CIA's Covert War in Afghanistan." *The Journal of American History* (2002), vol. 89, no. 2, pp. 466-471. • Pierro Gleijeses. "The CIA's Paramilitary Operations During the Cold War: An Assessment." Cold War Studies (2016).	• What were the main mistakes made in the CIA's Bay of Pigs invasion and what could have done differently to allow the plan to succeed (short of a US military intervention)?
Week 6	• Steve Abrams. "Beyond Propaganda: Soviet Active Measures in Putin's Russia." *Connections* (2016), vol. 15, no. 1, pp. 5-31. • Dennis Kux. "Soviet Active Measures and Disinformation: Overview and Assessment." *Parameters* (1985), vol. 15, no. 4, pp. 19-28. • Thomas Boghardt. "Soviet Bloc Intelligence and Its AIDS Disinformation Campaign." *Studies in Intelligence* (2009), vol. 53, no. 4, pp. 1-24.	• What can be learned from Soviet disinformation operations and methods such as Operation Infektion with respect to their effectiveness or dangers?

Week	Text	Weekly Discussion
Week 7	• Tomas Schuman. "World Thought Police." ALMANAC (1985). • Lawrence B. Sulc. "Active Measures, Quiet War and Two Socialist Revolutions." The Nathan Hale Institute (1985). • Robert Hornsby. "The Post-Stalin Komsomol and the Soviet Fight for Third World Youth." Cold War History (2016), vol 16, no 1, pp. 83-100.	• How did the Soviet Union leverage ideology for subverting other societies?
Week 8	• Shlomo Shpiro. "Poisoned Chalice: Intelligence Use of Chemical and Biological Weapons." *International Journal of Intelligence and Counterintelligence* (2009), vol. 22, no. 1, pp. 1-30. • Peter C. Oleson. 'Stalin's Disciple: Vladimir Putin and Russia's Newest "Wet Affairs."' *The Intelligencer* (2016), vol. 22, no. 2, pp. 19-27. • Desmond W.J. McForan ea. "Terorrism: A Weapon of Soviet Subversion." *International Journal on World Peace* (1989), vol. 6, no. 4, pp. 45-66.	• No discussion
Week 9	• Jamal Barnes. 'Black Sites, "Extraordinary Renditions" and the Legitimacy of the Torture Taboo." *International Politics* (2016), vol. 53, no. 2, pp. 198-219. • Mark J. Murray. "Extraordinary Rendition and US Counterterrorism Policy." *Journal of Strategic Security* (2011), vol. 4, no. 3, pp. 15-28. • Damien van Puyvelde and Misty Duke. 'What Science Can Teach Us About "Enhanced Interrogation Techniques."' *International Journal of Intelligence and Counterintelligence* (2017), vol. 30, no. 2, pp. 310-339.	• Do EIT amount to torture and should they be used in counterterrorism?
Week 10	• Michael J. Boyle. "The Costs and Consequences of Drone Warfare." *International Affairs* (2013), vol. 89, no. 1, pp. 1-29.	• What are the risks and benefits of so-called signature drone strikes?

Week	Text	Weekly Discussion
	• Brian Glyn Williams. "The CIA's Covert Predator Drone War in Pakistan, 2004-2010: The History of an Assassination Program." *Studies in Conflict and Terrorism* (2010), vol. 33, no. 10, pp. 871-892. • Cora Currier. "The Kill Chain: The Lethal Bureaucracy Behind Obama's Drone War." *The Intercept*, October 15, 2015.	
Week 11	• Charles G. Cogan. "Desert One and Its Disorders." *The Journal of Military History* (2003), vol. 67, no. 1, pp. 201-216. • Jennifer Kibbe. "Covert Action and the Pentagon." *Intelligence and National Security* (2007), vol. 22, no. 1, pp. 57-74.	• No discussion
Week 12	• Andrew Korybko. "Hybrid Wars: The Indirect Adaptive Approach to Regime Change." Moscow: People's Friendship University of Russia (2015). • Thomas Carothers. "The NED at 10." *Foreign Policy* (1994), no. 95. • Gerald Sussman. 'The Myths of "Democracy Assistance": U.S. Political Intervention in Post-Soviet Eastern Europe.' *Monthly Review* (2006), vol. 58, no. 7, pp. 15-29.	• Is it a fair argument that US State Department sponsored pro-democracy NGOs help in the destabilization of 'problematic' regimes?
Week 13	• Nicholas Bouchet. 'Russia's "Militarization" of Color Revolutions.' *Policy Perspectives* (2016), vol. 4, no. 2, pp. 1-4. • Charles K. Bartles. "Getting Gerasimov Right." *Military Review* (2016), vol. 96, no. 1, pp. 30-38. • Jolanta Darczewska. "The Devil is in the Details: Information Warfare in the Light of Russia's Military Doctrine." OSW Point of View 50 (2015).	• Is Russia's information warfare against the West a serious threat for the stability of Western societies?

Week	Text	Weekly Discussion
Week 14	• Benjamin Jensen. "The Cyber Character of Political Warfare." *The Brown Journal of World Affairs* (2018), vol. 24, no. 1, pp. 159-171. • Jon R. Lindsay. "Stuxnet and the Limits of Cyber Warfare." *Security Studies* (2013), vol. 22, no. 3, pp. 365-404.	• No discussion

Grading Scale

Course Average	Grade
90 to 100 =	A
80 to 89 =	B
70 to 79 =	C
0 to 69 =	F

Further Literature

- Callanan, James. *Covert Action in the Cold War: US Policy, Intelligence and CIA Operations*. Chicago, IL: I.B. Tauris, 2009.
- Carson, Austin. *Secret Wars: Covert Conflict in International Politics*. Princeton, NJ: Princeton University Press, 2018.
- Clark, J. Ransom. *American Covert Operations: A Guide to the Issues*. Santa Barbara, CA: ABC-CLIO, 2015.
- Coll, Steve. *Ghost Wars: The Secret History of the CIA, Afghanistan, and bin Laden from the Soviet Invasion to September 10, 2001*. New York: Penguin Books, 2004.
- Conley, Heather, Mina, James, Stefanov, Ruslan, and Vladimirov, Martin. *The Kremlin's Playbook: Understanding Russian Influence in Central and Eastern Europe*. Washington, DC: Center for Strategic and International Studies, 2016.
- Cull, Nicholas J. *The Cold War and the United States Information Agency: American Propaganda and Public Diplomacy, 1945-1989*. Cambridge: Cambridge University Press, 2008.

- Daugherty, William J. *Executive Secrets: Covert Action & The Presidency*. Lexington, KY: The University of Kansas Press, 2004.
- Fridman, Ofer. *Russian Hybrid Warfare: Resurgence and Politicisation*. Oxford: Oxford University Press, 2018.
- Fridman, Ofer, Kabernik, Vitaly, and Pearce, James C. *Hybrid Conflicts and Information Warfare: New Labels, Old Politics*. Boulder, CO: Lynne Rienner Publishers, 2018.
- Gusterson, Hugh. *Drone: Remote Control Warfare*. Boston, MA: MIT Press, 2017.
- Hancock, Larry. *Creating Chaos: Covert Political Warfare, from Truman to Putin*. London: OR Books, 2018.
- Johnson, Loch, *The Third Option: Covert Action and American Foreign Policy* (Oxford: Oxford University Press, 2022).
- Jones, Seth. *Hunting in the Shadows: The Pursuit of Al Qa'ida Since 9/11*. New York: W.W. Norton & Co., 2012.
- Kaag, John & Kreps, Sarah. *Drone Warfare*. Cambridge, UK: Polity Press, 2014.
- Kintner, William R & Kornfeder, Joseph Z. *The New Frontier of War: Political Warfare, Present and Future*. Chicago, IL: Henry Regnery Company.
- Knott, Stephen F. *Secret and Sanctioned: Covert Operations and the American Presidency*. Oxford: Oxford University Press, 1996.
- McCauley, Kevin N. *Russian Influence Campaigns Against the West: From the Cold War to Putin*. CreateSpace.com, 2016.
- Mitchell, Lincoln A. *The Color Revolutions*. Philadelphia, PA: University of Pennsylvania Press, 2012.
- Perkins, Alexander. *Soviet Active Measures Reborn for the 21st Century: What Is to Be Done? Cold War History, Efforts by Putin and Russia in Propaganda, Disinformation, Forgeries, NGOs and Civic Groups as Front Groups*. Washington, DC: Department of Defense, 2019.
- Prados, John. *Safe for Democracy: The Secret Wars of the CIA*. Chicago, IL: Ivan R. Dee, 2006.
- Ranelaugh, John. *The Agency: The Rise and Decline of the CIA: From Wild Bill Donovan to William Casey*. New York: Simon & Schuster, 1986.
- Rychlak, Ronald J. *Disinformation: Former Spy Chief Reveals Secret Strategies for Undermining Freedom, Attacking Religion, and Promoting Terrorism*. Washington, DC: WND Books, 2013.

- Sanger, David. *The Perfect Weapon: War, Sabotage, and Fear in the Cyber Age*. New York: Crown, 2018.
- Shultz, Richard H. & Godson, Roy. *Dezinformatsia: Active Measures in Soviet Strategy*. Washington, DC: Pergamon Brassey's, 1984.
- Snyder, Alvin A. *Warriors of Disinformation: How Lies, Videotape and the USIA Won the Cold War*. New York: Arcade Publishing, 1996.
- Suvorov, Viktor. *Spetsnaz: The Inside Story of the Soviet Special Forces*. New York: W.W. Norton & Co., 1988.
- Treverton, Gregory F. *Covert Action: The Limits of Intervention in the Postwar World*. New York: Basic Books, 1987.
- Watts, Clint. *Messing with the Enemy: Surviving in a Social Media World of hackers, Terrorists, Russians, and Fake News*. New York: Collins Publishers, 2018.
- Weiner, Tim. *Legacy of Ashes: The History of the CIA*. New York: Anchor Books, 2008.

Course Policies

What to Expect from Your Instructor:

1. I will provide you clear instructions on class expectations.
2. I will check my e-mail on Wednesdays and Fridays every week and I will answer your e-mails on these days. I will not respond to e-mails during weekends.
3. I will provide graded feedback on your performance in a timely manner.
4. I will keep you informed about your graded progress in class at all times and will make time to discuss your needs.
5. I will leave myself open to suggestion about improvement of the class and class related activities.
6. I will do all I can to ensure your learning and success in this class.
7. If any changes in the course are to be implemented, I will ensure that the class is notified in a timely manner.

Class Participation

I strongly recommend that you check the course at least three times a week on Mondays, Wednesdays, and Fridays at a minimum to keep up. E-mail messages are sent to your ECU e-mail address, so you will want to check your ECU e-mail several times a week.

There will be no incompletes offered in this course. Past experience has shown that if you cannot complete the course during the time allotted, you probably never will.

Being Successful in an Online Class:

Online learning is not a spectator sport. It is everyone's responsibility to participate as fully as they can to get the most from the experience. Here are some simple rules to follow to ensure your participation and engagement in the learning process:

- Ask questions: If you do not know the answer, someone else will.
- Reach out to the others: Offer a fact, article, link or other item that can help others learn.
- Be appropriate: The online classroom is not the place for insulting or insensitive comments, attacks, or venting. Inappropriate behavior will usually subject to disciplinary action, as well.
- Be diplomatic: When sending messages on emotionally charged topics, make sure you write the message and then walk away for at least an hour before re-reading the message and then sending it. Re-reading emotionally charged messages ensures that they are constructive instead of destructive. Think of the person at the other end.
- Stay focused: Stay on topic to increase the efficiency of your learning.
- Take advantage of all resources given to you to succeed in the class.

Effective Electronic Communication

It is important to share a word of caution, so we can become wiser about interpersonal distance learning communications. When communicating electronically, many of the feelings or impressions that are transmitted via body language in face-to-face communications are lost. Consequently, interpreting emotions and innuendos is much more difficult. Only what is written, or drawn, carries the message. Often, excitement can be misinterpreted as anger or insult. It is important that we all keep this in mind as we communicate. Words in print may seem harmless, but they could emotionally injure us when working at a distance. Hence, it is vitally important that we are conscious of how we communicate while working at a distance.

- Identify yourselves clearly to others when you post a comment.
- For example, avoid the use of caps in your electronic messages, as wording in caps comes across as shouting.

The standard practice ("Netiquette") for participation in networked discussion requires that all participation be focused on the topic at hand, not become personalized, and be substantive in nature. (Translation: you may certainly disagree with others, but you must do so respectfully; you may express

strong beliefs or emotions, but you may not get carried away that you lose all perspective on the course itself.)

- More information on Netiquette, the etiquette of Internet communication, can be found at www.albion.com/netiquette.

Academic Integrity

Academic Integrity is the cornerstone value of the intellectual community at East Carolina University. Academic Integrity is required for all students to derive optimal benefits from their educational experience and their pursuit of knowledge. Violating the principle of academic integrity damages the reputation of the university and undermines its educational mission.

ECU students are responsible for promoting Academic Integrity within the ECU community by upholding integrity in their own work and by reporting any suspected violation. A student knowing of circumstances in which an Academic Integrity Violation (AIV) may have occurred (or is likely will occur) should bring this knowledge to the attention of a faculty member or OSRR.

An Academic Integrity violation is defined as any activity that exhibits dishonesty in the educational process or that compromises the academic honor of the university. Examples include, but are not limited, to the following:

Cheating: Unauthorized aid or assistance or the giving or receiving of unfair advantage on any form of academic work.

Plagiarism: Copying the language, structure, ideas, and/or thoughts of another and adopting the same as one's own original work.

Falsification/Fabrication: The statement of any untruth, either spoken or written, regarding any circumstances related to academic work. This includes any untrue statements made with regard to a suspected Academic Integrity Violation.

Multiple Submission: The submission of substantial portions of the same academic work for credit more than once without authorization from the faculty member who receives the later submission.

Violation Assistance: Knowingly helping or attempting to help someone else in an act that constitutes an Academic Integrity Violation.

Violation Attempts: Attempting any act that, if completed, would constitute an Academic Integrity Violation as defined herein.

Use Prohibited: Students are not allowed to use advanced automated tools (artificial intelligence or machine learning tools such as ChatGPT or Dall-E 2) on assignments in this course. Each student is expected to complete each assignment without substantive assistance from others, including automated tools.

If a faculty believes there is a violation of the Academic Integrity Policy, they will follow the process found at https://osrr.ecu.edu/. Additional information regarding the policy may be found in the faculty manual at http://www.ecu.edu/cs-acad/fsonline/customcf/currentfacultymanual/part6section2.pdf. If the student does not respond to the faculty member than the faculty member can move forward in the student's absence.

The faculty member will meet with the student to discuss the case. If the student agrees to the outcome of the initial meeting, the student will sign a waiver and the information will be submitted to OSRR.

If the student disagrees with the faculty member during the meeting, the student, faculty member and department chair or designee will meet for a formal departmental meeting. After the meeting, the department chair or designee will decide the outcome. The information will be submitted to OSRR.

Students have the right to appeal the decision and will receive additional information in their outcome letter. More information regarding the Academic Integrity process can be found here: https://osrr.ecu.edu/

Some cases will be referred directly to an Academic Integrity Board for review.

Outcomes for an Academic Integrity Violation can vary but range from an education conversation, redoing the assignment, deduct points from the assignment, grade reduction, a failing grade for the assignment and possibly a failing grade for the class. A failing grade for the class would result in an XF on the student's transcript.

The Faculty Manual can be found here: https://www.ecu.edu/cs-acad/fsonline/customcf/currentfacultymanual/manual.pdf

The Academic Integrity Policy: http://www.ecu.edu/cs-acad/fsonline/customcf/currentfacultymanual/part6section2.pdf

The Office of Student Rights and Responsibilities

https://osrr.ecu.edu/
Email: osrr@ecu.edu
Phone: 252-328-6824

ECU Academic Recourses

The Pirate Academic Success Center

https://pasc.ecu.edu/

The Writing Center

https://writing.ecu.edu/uwc/

ECU Libraries

https://info.ecu.edu/libraries/

Ask a librarian: https://lib.ecu.edu/ask

Library Tutorials: https://library.ecu.edu/help/tutorials/

Disability Services Statement

East Carolina University seeks to comply fully with the Americans with Disabilities Act (ADA). Students requesting accommodations based on a disability must be registered with the Department for Disability Support Services located in Slay 138 ((252) 737-1016 (Voice/TTY)). http://www.ecu.edu/accessibility/

Campus Emergencies and Severe Weather

In case of campus wide emergencies, you may obtain information about changes in the University class schedule by calling 252 328-0062. **ECU Alert:** In addition, in case of adverse weather or other campus emergencies you may consult http://www.ecu.edu/alert/ for information.

If and when face-to-face classes are suspended, you will receive an email and a Blackboard Announcement that detail how we will communicate, where you can locate course information, and what you can expect during this time period.