

Ocean Justice

Fall 2025

Mondays and Wednesdays, 1:25-2:40 PM

Instructor Office Hours: Wednesdays, 2:45-4:45, Bookhout Room 208

Course website: <https://canvas.duke.edu/courses/63057>

Note: While I will endeavor to keep this PDF up-to-date, in the event of a discrepancy between this PDF and the Canvas site, assume that Canvas is correct.

Your Instructor

Emily Melvin

Pronouns: She/her

Email: emily.melvin@duke.edu

Office: Bookhout 208

The best way to reach me is either via email or a message on the course's Canvas website.

Please feel free to call me Emily. Ms. Melvin is fine too.

Instructor Bio: I am a human geographer, and my research interests are broadly focused on ocean governance and human relationships with marine and coastal environments. I am interested in how power and politics shape environmental decision-making across multiple scales. I view research as performative, and I am interested in creative, community-centered approaches that go beyond critique and actively work toward more equitable and just environmental futures. I am particularly interested in reframing the notion of the “blue economy” using a [community economies](#) approach.

Learn more about me and my research:

<https://emilymelvin.com/>

www.linkedin.com/in/emily-c-melvin

www.researchgate.net/profile/Emily-Melvin

What is this course about?

In recent decades, interest in oceans governance has increased globally, with concerns about anthropogenic environmental impacts (including climate change) intersecting with expanding ocean-related economic development proposals. Yet the benefits of ocean exploitation and the burdens of environmental degradation are neither equitably nor equally distributed, either globally or locally. Moreover, much global discussion regarding

these inequities uses western conceptions of ocean “resources” that may not reflect knowledge systems, histories, lived experiences, and values worldwide.

This course will focus on issues of environmental justice that pertain to the oceans across multiple scales. Students will be introduced to diverse perspectives about how people around the world think about the oceans not only as potential source of resources, but as important social and historical spaces, and they will critically evaluate what those perspectives mean for conceptualizing environmental justice in and around oceans. They will then evaluate the ocean-related justice concerns posed by a variety of timely issues, such as global biodiversity negotiations, sea level rise/disasters, the blue economy, fisheries/aquaculture, and marine protected areas. Finally, students will research and evaluate an initiative working to address justice concerns in the ocean environment, using concepts learned throughout the class.

What background knowledge do I need before taking this course?

There is no prerequisite for this course. This course will provide an opportunity to explore in more depth concepts introduced in MARSCI203 (Applied Coastal and Marine Social Science) and MARSCI 286A (Marine Policy Analysis), but these courses are not required to engage with the material. You may find that this or other previous coursework is helpful in this class, and you are encouraged to share your knowledge and experience.

What will I learn in this course?

By the end of this course, students will be able to:

1. Identify and respect the diverse ways people think about oceans and explain what this means for conceptualizing justice.
2. Articulate broad definitions of justice that encompass a wide range of viewpoints, histories, and knowledge systems.
3. Evaluate ocean-related environmental problems/conservation initiatives/development projects for potential justice concerns and exercise creativity in identifying more just and equitable approaches and solutions.
4. Read, analyze, critique, and thoughtfully discuss literature (and other forms of media) sourced from a diverse range of knowledge traditions.
5. Effectively, ethically, and sensitively discuss justice concerns (both orally and in writing) with a diverse range of colleagues, decisionmakers, affected parties, and others.
6. Identify and credit the contributions of those who have worked, and continue to work, toward meaningful change, including Black and Indigenous scholars, activists, and leaders in the Environmental Justice movement.

What will we do in this course?

This course will predominantly be discussion-based, supported by short lectures on foundational concepts and opportunities for experiential learning. My role in this course is not to distribute knowledge, but to facilitate learning through discussion and social interaction. The issue of justice is complex and personal, and each student in this class brings a unique worldview and experience that will cause them to interact with the material differently. We all benefit and build knowledge from sharing our perspectives.

Note that some of the materials assigned in this course will be challenging, either in content or in writing style (sometimes both). You will benefit the most from the course if you set aside the time to prepare for class carefully, but do not be concerned if you do not understand everything. Learning is a process—you will learn more from your colleagues during course discussions and develop a more complete understanding of the material. (And I will learn from your perspective as well!)

The general structure of the course will consist of three parts:

Part 1: Foundations of Environmental Justice: This section of the course will provide an overview of foundational concepts in environmental justice. We will highlight the origins of the EJ movement in the United States and its extension into environmental conservation, discussing and critically evaluating how contemporary policymakers define and “measure” justice. While this portion of the course will not focus specifically on oceans, it will provide foundation on which later sections of the course will build.

Part 2: Conceptualizing Ocean Justice: In the second section of the course, we will connect justice concepts to the oceans, exploring how the oceans are important spaces of lived history and social meaning. Students will be encouraged to connect ideas about how different people think about the ocean to how justice is (or could be) conceptualized in different contexts. The goal is not to develop a comprehensive understanding of all perspectives, but help students recognize the historical, place-based, and contextual nature of justice.

Part 3: Ocean (In)justice in Context: In this section of the course, students will apply the concepts learned in Part 2 to understand justice concerns presented by a variety of timely ocean-related issues. This will include both issues of justice that are implicated by global oceans discussions, as well as issues that are specific to coastal North Carolina. We will also have the opportunity in this section of the course to investigate topics of interest to the class. A list of potential topics follows the course schedule below, and students will have the opportunity to suggest new ideas. Finally, students will choose an example of an intervention, organization, or initiative working to address justice concerns relating to oceans or coasts, analyzing it through the lens of concepts learned in the course.

How will my grade be determined?

Overall Grade Distribution (100 points total):

1. Course attendance (10 points)
2. Homework Assignments (30 points)
3. Final Project (35 points)
4. Active course participation (25 points)

Grading Scale

- A+: 98-100 points
- A: 93-97 points
- A-: 90-92 points
- B+: 87-89 points
- B: 83-86 points
- B-: 80-82 points
- C+: 77-79 points
- C: 73-76 points
- C-: 70-72 points
- D+: 67-69 points
- D: 63-66 points
- D-: 60-62 points
- F: 59 points or fewer

Course attendance (10 points maximum): In-class attendance is essential to success in this class. Students may each have one unexcused absence without penalty. Students without additional unexcused absences will automatically receive 10 attendance points. Each additional *unexcused* absence will result in a 2-point reduction, up to the maximum of 10 points. (Students will *not* be penalized for excused absences. See more details on clearing excused absences in the [Course Communication](#) section below.)

Homework Assignments (30 points maximum): Students will complete four short (approx.. 1000 words) reading reflections over the course of the semester. Each assignment will be worth up to 10 points, and the top 3 assignments will count toward the student's grade. These assignments will be flexible opportunities for students to engage with course readings and will not require outside research. Full instructions and a rubric will be posted on Canvas at least one week prior to the deadline for each assignment. In the event schedule adjustments require a change in deadlines, I will update the syllabus on Canvas and notify students at least one week in advance.

Final Project (35 points maximum): For their final project, students will select and analyze an initiative or organization working to promote justice or ocean/resource access (e.g., a collective action initiative, a social protest campaign, a community-based management

proposal, a government policy). We will discuss topic selection more as the course progresses, and students will receive constructive feedback on their proposed topics. Specific instructions for the final project and metrics for each component will be posted in the Final Project Canvas module by October 8. Points will be allocated as follows:

- Topic Proposal and Preliminary Factual Source List (5 points)
- In-Class Presentation (10 points)
- Written Paper (20 points)

Course participation (25 points maximum): My goal as an instructor is to encourage meaningful and respectful dialogue, allow students to develop their critical thinking and analytical skills, and enable students to learn from one another. Because this is a small seminar-style course, active student participation in class is essential to our collective learning. Your engagement in class discussions will help enhance our conversations, and I expect each student to contribute regularly.

At the same time, I recognize that students have diverse communication styles, comfort levels, and processing needs. To support preparation and participation, I will provide a list of specific objectives and a reading guide for each session. This guide will include a set of questions to consider when approaching course material, and they are meant to aid your preparation—not to restrict discussion. You are always welcome to bring your own reflections, questions, and insights into our conversations, either in course discussions or in the online Canvas forum.

Participation will be assessed across five categories, each scored from 0-5:

Score	Frequency
0	Never
1	Rarely
2	Occasionally
3	Often
4	Most of the time
5	Always or nearly always

The five evaluation criteria are:

1. **Substance:** Did the student contribute meaningfully to in-class discussions (e.g. comments, insights, or questions)?
2. **Preparation:** Did the student's contributions reflect familiarity and engagement with the assigned material?
3. **Engagement:** Did the student participate actively in activities such as reflections, surveys, or group work?

4. **Attentiveness:** Did the student demonstrate active listening and engagement with classmates and the instructors?
5. **Respectfulness:** Did the student follow the [discussion guidelines](#) as set forth in the syllabus?

If you anticipate that this mode of participation might be challenging for you, I encourage you to reach out early so we can discuss forms of engagement that will allow you to contribute meaningfully and comfortably. My goal is to cultivate a space where everyone feels heard, included, and supported.

What is the Course Schedule?

Readings and other class materials can be found on Canvas in the module for each date.

Date	Topic(s)	Reading/Assignment (All readings should be completed prior to the class date)
Part 1. Foundations in Environmental Justice		
Aug. 25	Course Introduction -Syllabus Review -Class Introductions -Discussion of topical interests -Introductory lecture	Class Preparation: Review syllabus; be prepared to introduce yourself and share with your colleagues why you are taking the course and your academic/career interests
Aug. 27	The Origins and History of the Environmental Justice Movement	Reading: Cutter 1995; The Principles of Environmental Justice
Sept. 3	How is Environmental Justice Measured? Contemporary Considerations and Critiques	Reading: Joseph 2025; Emanuel 2017
Sept 8	Justice in Conservation: The Four Dimensions of Equity and Justice	Reading: Friedman 2018
Sept 10	Indigenous Approaches to Environmental Justice	Reading: Parsons et al. 2021
Sept. 15	Environmental Justice in the Caribbean	Reading: Baptiste & Robinson 2023

Date	Topic(s)	Reading/Assignment (All readings should be completed prior to the class date)
Part 2. Conceptualizing Ocean Justice		
Sept. 17	Introduction to Oceans and Society -Ocean Ontologies and Epistemologies -A History of the Ocean and Colonial / Capitalist Society	Homework 1 due end of week Reading: Certomà 2025 (Sections 1.1-1.4) Class Preparation: Free write/expression: How do I think about the ocean?
Sept. 22	Decolonizing Ocean Space and Knowledge	Reading: Lobo & Parsons 2023
Sept. 24	Guest Lecture from Dr. Xinyan Lin on Chinese framings of ocean equity	TBD
Sept. 29	Black Geographies and the Ocean	Class Preparation: Watch "Exploring the Black Atlantic" (Tate Art Galleries) Reading: Moore 2023; Hameed 2014
Oct. 1	Roundtable Discussion with Seminar Speaker Dr. J.T. Roane	Reading: Roane 2022; students are also expected to attend Dr. Roane's seminar
Oct. 6	Indigenous Ocean Epistemologies of the Pacific	Reading Triangle: Ingersoll 2014, Chapters 1-4 (you will read one.)
Oct. 8	Synthesis Discussion: -How do we conceptualize ocean justice? -Introduction to Final Project	Reading: Armstrong 2022 (Chap. 5)
Part 3: Ocean (In)justice in Context (Preliminary Schedule—Subject to Change and Open to Feedback)		
Oct. 13	No Class! Happy Fall Break	
Oct. 15	Oceans and Sustainable Development	Reading: Skim Targets and Indicators for SDG 14 ; Armstrong 2020 Homework 2 due end of week
Oct. 20	Justice in Areas Beyond National Jurisdiction	Reading: Campbell et al. 2022; Melvin 2025
Oct. 22	(in)Justice in The Blue Economy	Reading: Voyer 2018

Date	Topic(s)	Reading/Assignment (All readings should be completed prior to the class date)
Oct. 27	Diverse and Community Economies	No reading: Work on project proposal
Oct. 29	Coastal and Marine Tourism and Dispossession (Guest speaker: Tarran Simms, Bahamas Ministry of Tourism)	Class via Zoom No reading: Work on project proposal Final Project Topic Proposal and Preliminary Factual Source List due end of week (Students will receive instructor feedback within one week.)
Nov. 3	Justice/Equity in Fisheries/Commons Management: Fisheries and Conservation Conflicts	Reading: Rodríguez-Valencia et al. 2025 Watch this video
Nov. 5	Justice/Equity in Fisheries/Commons Management: Community-Based Approaches	Reading: Quintana & Basurto 2021
Nov. 10	Justice Issues in Eastern North Carolina (TBD)	TBD
Nov. 12	Justice Issues in Eastern North Carolina (TBD)	TBD Homework 3 Due End of Week
Nov. 17	Justice Issues in Eastern North Carolina (TBD)	TBD
Nov. 19	Justice Issues in Eastern North Carolina (TBD)	TBD
Nov. 24	Ocean-Based Livelihoods and “Alternative” Livelihoods (Guest speaker: Rafid Shidqi – date to be confirmed)	TBD
Nov. 26 (no in person class)	The Media and (In)justice (Discussion via Canvas)	Class Prep: Watch Seaspiracy

Date	Topic(s)	Reading/Assignment (All readings should be completed prior to the class date)
Dec 1	Discussion: The Media and (In)justice	Class Prep: Watch a movie related to ocean conservation and be prepared to summarize it in class and describe and how it compares/contrasts with Seaspiracy and how the discourse it advances may relate to (in)justice. (Details available in Canvas module)
Dec 3	Student Presentations; course reflections and wrap-up	Final Presentation Due Before Class (Students will receive feedback by end of week) Homework 4 Due End of Week
Reading/Exam Period		Final Paper Due 12/12

Potential Topics to Explore:

It is not possible to cover every ocean-related justice issue in a single semester. While not an exhaustive list, below are several topics we could choose to explore in Unit 3. Many of these are broad and have multiple facets, so we will discuss options further in class. Students are also welcome to suggest additional suggested topics/materials.

- Climate Justice: Disasters and Disaster Capitalism
- Climate Justice: Sea Level Rise
- Justice Issues in Marine Protected Areas
- Justice Issues in Fisheries
- Justice Issues in Aquaculture
- Justice Issues in Marine Mammal Protection
- Justice and Ocean Science/Technology
- Justice for More-than-Humans/Non-Humans/Earth Others
- Public Activism on Ocean Conservation
- Community-Based / Collective Action Responses to Ocean Injustice

Land and Labor Acknowledgements

Land and Labor acknowledgement are not without controversy, as they can cause material harm when they are performative or misleading. (Lambert et al. 2021). I have created [my own personalized acknowledgments](#) (which includes acknowledgments not only relating to my presence in Carteret County but also my work in The Bahamas) adapted from the [Sample Beaufort-based land acknowledgment on the Duke website](#), and [T.J. Stewart's](#)

[sample labor acknowledgment honoring the sacrifice of Black Americans](#). However, these acknowledgements are both insufficient and reflective of my own personal biases and concerns. Rather than simply incorporate my own acknowledgments into the syllabus, we will actively reflect on the following questions throughout the course to consider how best to collectively acknowledge harms from theft of land and exploitation of labor and affirm our commitment to working toward reparative justice. (Several of these questions will connect directly to course material, and we will actively discuss this during at least one class pertaining to justice issues in North Carolina.)

1. What is the best way to acknowledge historical oppressions in the context of academia? Do you think preparing a land and labor acknowledgment is appropriate, or is there a different approach you would prefer to take?
2. What are some of the challenges with crafting a land acknowledgment in Carteret County? Are there ways we can or should revise our acknowledgements in this context?
3. One of the issues unique to DUML is our work on the Atlantic Ocean. Is the [sample Beaufort-based land acknowledgment](#) sufficient to address those considerations? What (if anything) would you change or add?
4. What are some omissions from these sample acknowledgements (i.e., how are our institutions built on other oppressive systems and practices that we continue to benefit from)? Would you add these to the acknowledgments? Why or why not?
5. Are there ways you can ensure your acknowledgments are not performative? Are there other commitments you would make?

Lambert, M. C. L., Elisa Sobo, Valerie L. (2021, December 20). *Rethinking Land Acknowledgments*. Anthropology News. <https://www.anthropology-news.org/articles/rethinking-land-acknowledgments/>

Artificial Intelligence Policy

Reading, writing, and speaking are integral to thinking, particularly when addressing complex and personal topics such as environmental justice. While AI programs can be useful tools, they are not a substitute for the difficult work of digesting course concepts, or drafting your analyses, reflections, and interpretations of those concepts. Over-reliance on AI may impair critical thinking ability, narrow insights, and limit awareness of alternatives (see, e.g., Gerlich, 2025). Additionally, AI models are limited by the material on which they are trained. They may reproduce inaccuracies, reinforce biases, and present information in ways that lack nuance and context (Fazil et al., 2023).

In this course, you may not use AI to summarize course material or in preparing your analyses, reflections, or ideas responding to that material. Because writing and presenting are important skills that support critical engagement and help you develop your ideas, you

may not rely on AI to generate written drafts or prepare your final presentation materials.

Examples of Prohibited AI Use (considered academic dishonesty):

- Summarizing course readings
- Conducting literature reviews or academic research for final projects
- Answering questions in reading guides or preparing for class discussions
- Drafting written assignments or the final paper (including outlines and drafts)
- Preparing slides for final presentation

However, you may use AI tools in ways that support, but do not replace, your own intellectual work. You may improve text you have written, follow-up on ideas from class or assigned readings, or brainstorm potential project ideas. **Examples of Proper AI Use (with appropriate attribution):**

- Checking a draft you have written yourself and provide recommendations relating to grammar, style, and clarity
- Making recommendations to improve conciseness and clarity of presentation materials you have personally prepared
- Brainstorming initiatives to explore in final project (e.g. what are some efforts to address injustice in shrimp fisheries in North Carolina? Who are some indigenous activists fighting injustice in oceans?)
- Following up on issues or ideas raised during course discussions (E.g. Tell me about some notable middle passage memorials in the US)

In other words, you may use AI as you would another academic tool. For example, you might take a draft paper to the writing center or a friend and ask for suggested edits, but you would not ask them to write the paper for you. Similarly, you might use a search engine to help identify potential topics to explore for a final project, but you would still need to review the information contained in the links and think about the topic yourself.

In all cases, you are responsible for critically evaluating responses generated by AI for accuracy. In the academic context, AI often returns incorrect information, including citing sources that do not exist. Moreover, AI cannot understand complex nuances, and it may suggest edits that change the intended meaning of your work. Finally, if you rely on AI in preparing written materials, you should cite it as you would any other source.

If in doubt, please ask your instructor whether your intended use of AI is permitted, so that we can have an open and transparent conversation.

Violations of this policy will be treated as academic dishonesty in violation of [the Duke Community Standard](#) and treated accordingly.

Sources:

Fazil, A. W., Hakimi, M., & Shahidzay, A. K. (2023). A comprehensive review of bias in AI algorithms. *Nusantara Hasana Journal*, 3(8), Article 8.

<https://doi.org/10.59003/nhj.v3i8.1052>

Gerlich, M. (2025). AI Tools in Society: Impacts on Cognitive Offloading and the Future of Critical Thinking. *Societies*, 15(1), Article 1. <https://doi.org/10.3390/soc15010006>

This policy also was informed by examples from Chris Benek (public domain), Rebecca Frost Davis (Creative Commons 4.0 By & Share Alike); Gabrielle Likavec (Creative Commons 4.0 by Noncommercial and Share Alike); Ronnie Olesker (Creative Commons 4.0 by Noncommercial), all available at [https://docs.google.com/document/d/1RMVwzjc1o0Mi8Blw - JUTcXv02b2WRH86vw7mi16W3U/edit?tab=t.0](https://docs.google.com/document/d/1RMVwzjc1o0Mi8Blw-JUTcXv02b2WRH86vw7mi16W3U/edit?tab=t.0), as well as an example from Lisa Campbell.

Course Communication

General Communication: All course communication (posting of materials, written discussion, submission of assignments, etc.) will take place through the course Canvas site. For immediate assistance with learning technologies, system errors/outages, or your NetID account and password, contact the [OIT Service Desk](#).

Office hours: Wednesdays, 2:45-4:45 in Bookhout 208 or another location of your choosing on campus. If you prefer to meet virtually or by telephone, please contact me via email/Canvas message with your preferred mode of contact. I have chosen a time when there are no other courses scheduled in the hopes of avoiding conflicts, but I am open to changing this if students have regular conflicts. I am also available at other times by appointment.

Timely communication: I will generally respond to any email message sent before 5pm on working days on the same day. After 5pm or on weekends, I will respond on the next working day. If this time has past and you have not received a response, please do not hesitate to follow up as I am human and occasionally miss emails! In the event travel or an event may cause a delayed response, I will notify students in advance.

Requesting Excused Absences: Please do not come to class ill. In case of an illness, health-related absence or other emergency, please contact me as soon as practicable, preferably before class. For any other absences, please contact me for approval ahead of time to avoid affecting your participation grade.

Missed or Late Assignments: Assignments must be submitted by the specified time unless you request an extension. Assignments submitted up to 24 hours late will be penalized by 10%; assignments submitted up to 48 hours late will be penalized by 25%. Any assignment submitted more than 48 hours after the due date will be regarded as incomplete and given a grade of 0. I am happy to work with you to accommodate challenges, so if you anticipate being unable to complete an assignment by the deadline, please contact me to request an

extension at least 24 hours before the deadline. (In case an emergency makes an advanced request impracticable, please contact me when you can.)

Discussion Guidelines

Instructors and students are expected to always interact respectfully and honestly. This includes all written, verbal, and electronic communications. Civility is an essential ingredient for academic discourse. Differences in beliefs, opinions, and approaches are to be expected. Active interaction with peers and your instructor is essential to success in this course, so please adhere to these guidelines:

- Respect that others' opinions and beliefs may differ from your own. If you disagree, you may critique the idea, but not the person.
- Listen carefully, be courteous and don't interrupt.
- Support your statements with evidence and a rationale.
- Try to moderate how you contribute to the discussion – if you have a lot to say, try to avoid dominating the conversation; if you are reluctant to speak up, try to find an opportunity to share your perspective.

I would like to create a learning environment for my students that supports a diversity of thoughts, perspectives and experiences, and honors your identities (including race, gender, class, sexuality, religion, ability, etc.) To help accomplish this:

- Students are welcome (but not required) to share their [pronouns](#) with the instructor and/or the class. When a colleague has not shared their pronouns with you, please refer to them by their name or use they/them pronouns.
- If something was said in class (by anyone) that made you feel uncomfortable, I encourage you to talk to me about it. I will also provide a mechanism for you to submit anonymous feedback via Canvas.

Please bring any communications you believe to be in violation of this class policy to the attention of your instructor.

Student Success

If you are having trouble completing assignments or understanding the materials, please consult with me about appropriate course preparation and readiness strategies as needed. Either send me an email or visit office hours describing the personal or academic difficulties you are facing. I may also direct you to other resources on campus.

The [Academic Resource Center](#) (ARC) offers services to support students academically during their undergraduate careers at Duke. The ARC can provide support with time management, academic skills and strategies, course-specific tutoring, ADHD/LD coaching, and more. ARC services are available free to any Duke undergraduate students, studying any discipline. Contact: (919) 684-5917 or theARC@duke.edu

Mental Health and Wellness Resources

Student mental health and wellness are of primary importance at Duke, and the university offers resources to support students in managing daily stress and self-care. Some resources are listed below:

[DuWell](#) provides Moments of Mindfulness (stress management and resilience building) and meditation programming (Koru workshop) to assist students in developing a daily emotional well-being practice. All are welcome and no experience is necessary.

If your mental health concerns and/or stressful events negatively affect your daily emotional state, academic performance, or ability to participate in your daily activities, many resources are available to help you through difficult times.

[DukeReach](#) provides comprehensive outreach services to identify and support students in managing all aspects of well-being.

[Counseling & Psychological Services \(CAPS\)](#) services include individual and group counseling services, psychiatric services, and workshops. To initiate services, walk-in/call-in 9:00 AM – 4:00 PM (M/W/Th/F) and 9:00 AM – 6:00 PM Tuesdays. CAPS also provides referral to off-campus resources for specialized care. Contact: (919) 660-1000

[TimelyCare](#) (formally known as Blue Devils Care) is an online platform that is convenient, confidential, and free way for Duke students to receive 24/7 mental health support through TalkNow and scheduled counseling.

Academic Accommodations

If you are a student with a disability and need accommodations for this class, it is your responsibility to register with the [Student Disability Access Office](#) (SDAO) and provide them with documentation of your disability. SDAO will work with you to determine what accommodations are appropriate for your situation. Please note that accommodations are not retroactive and disability accommodations cannot be provided until a Faculty Accommodation Letter has been given to me. Contact: sdao@duke.edu

Academic Integrity

All students must adhere to the [Duke Community Standard](#) (DCS): Duke University is a community dedicated to scholarship, leadership, and service and to the principles of honesty, fairness, respect, and accountability. Citizens of this community commit to reflect upon and uphold these principles in all academic and nonacademic endeavors, and to protect and promote a culture of integrity.

To uphold the Duke Community Standard, students agree:

- I will not lie, cheat, or steal in my academic endeavors.

- I will conduct myself honorably in all my endeavors; and
- I will act if the Standard is compromised.

Regardless of course delivery format, it is the responsibility of the student to understand and follow Duke policies regarding academic integrity, (e.g., completing one's own work, following proper citations of sources, and adhering to guidance around group work, and more). Ignoring these requirements is a violation of the Duke Community Standard. Any questions and/or concerns regarding academic integrity can be directed to the Office of Student Conduct and Community Standards at conduct@duke.edu.

AI Disclosure

Certain portions of this syllabus were edited with the aid of suggestions from ChatGPT-v3.5 for clarity, tone, and conciseness.